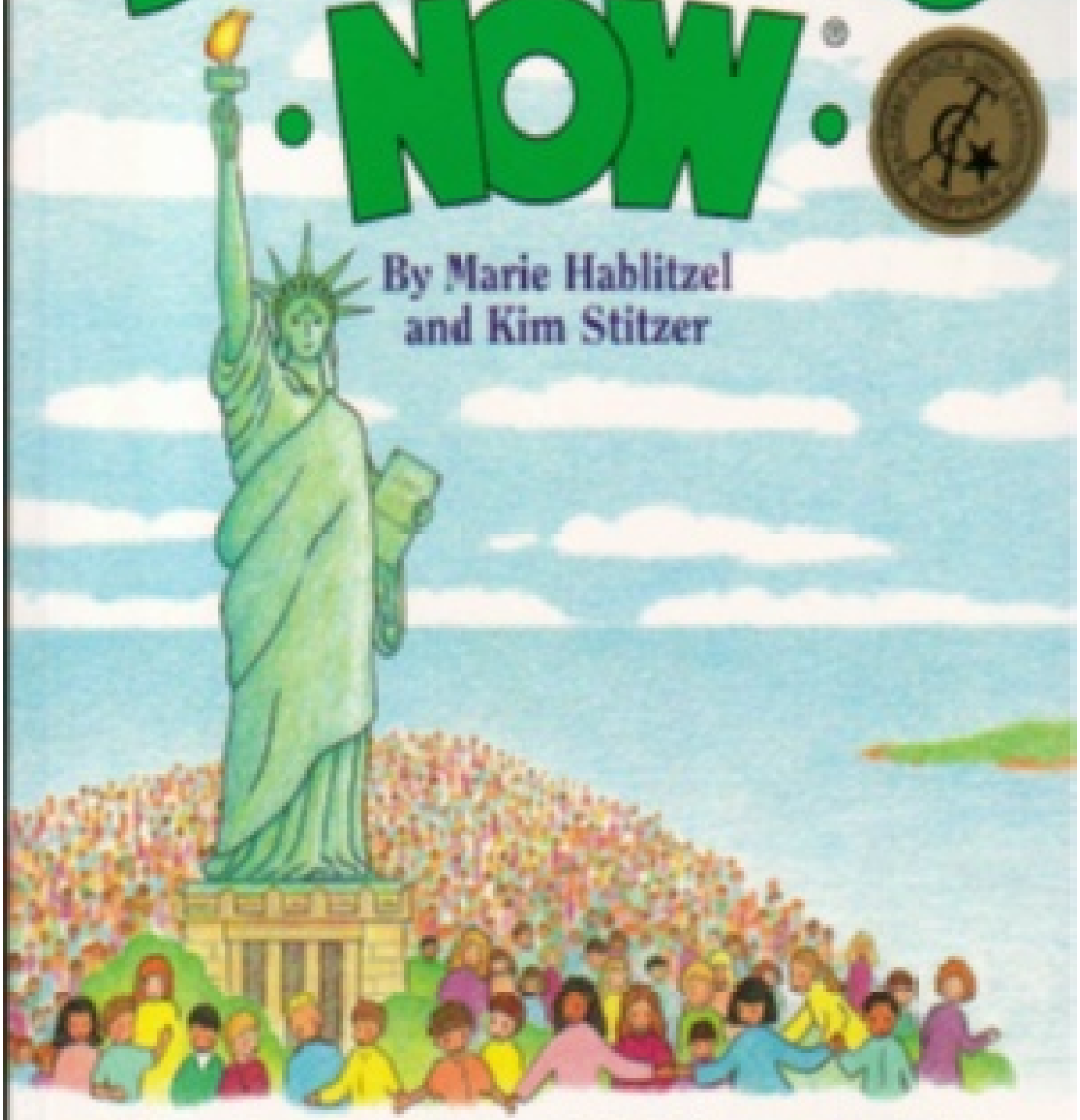
VISIT…

Book Five

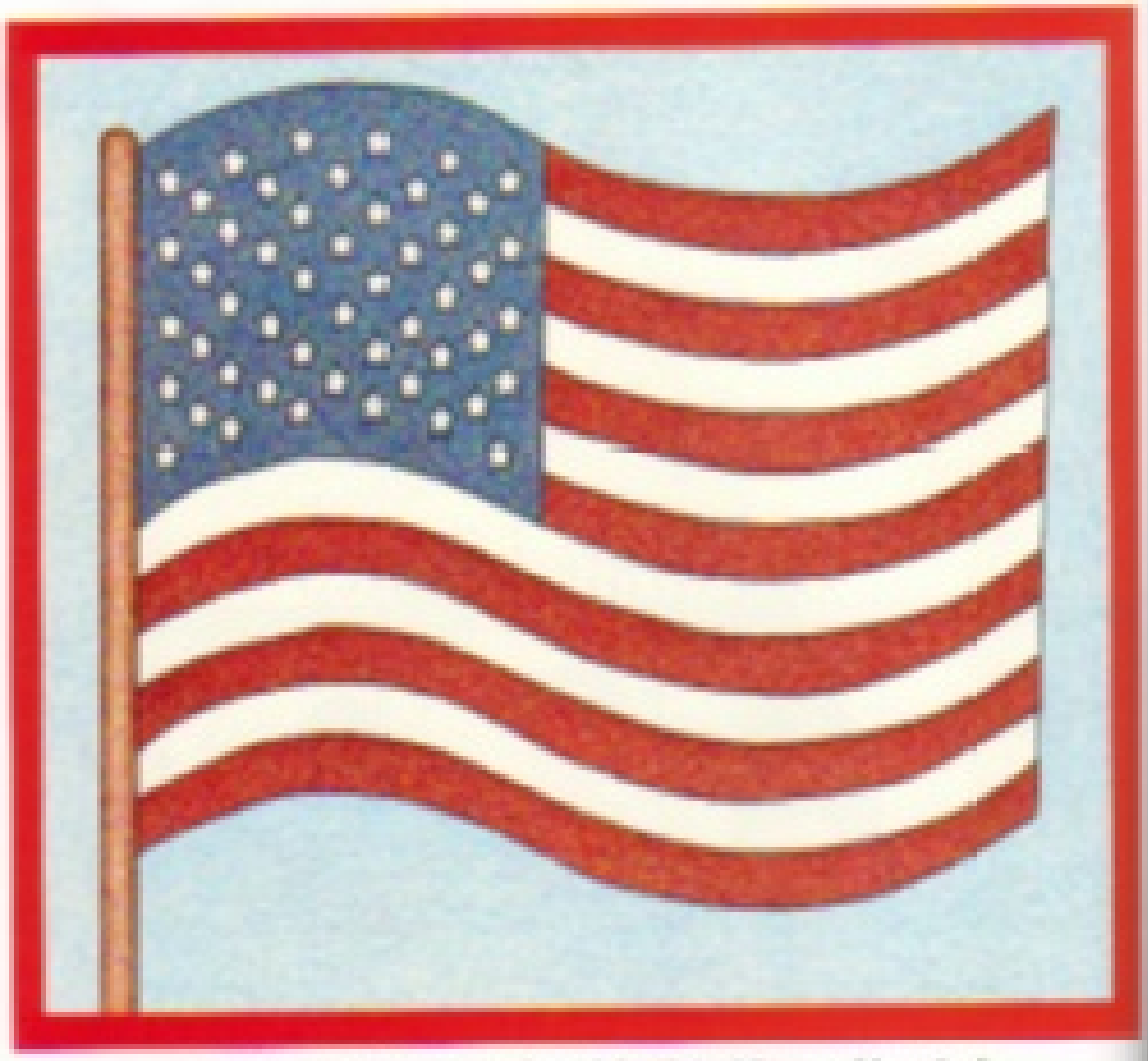
The United States • From Sea to Sea • Moving Forward

Draw • Write • NOW •

By Marie Hablitzel and Kim Stitzer



A Drawing and Handwriting Course for Kids!



"I pledge allegiance to the flag of the United States of America"

The flag is a symbol.
It stands for the United States.
The United States has 50 states.
Its flag has 50 stars.

Flag

Teaching Tip on page 48
Question answered on page 28

The Stars and Stripes

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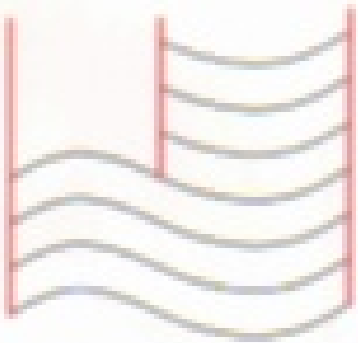
4. 

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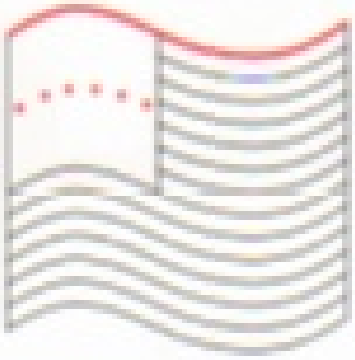
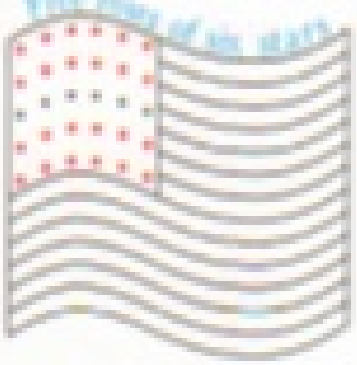
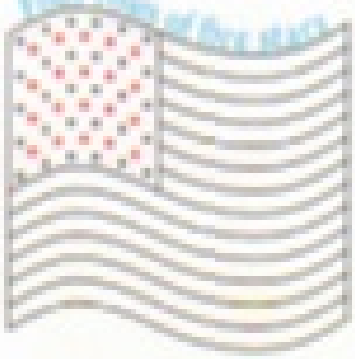
6. 

7. 

8. 

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We the People

Teaching Tip on page 64
Question answered on page 26

George Washington — First U.S. President

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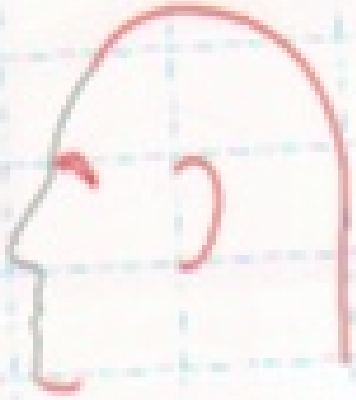

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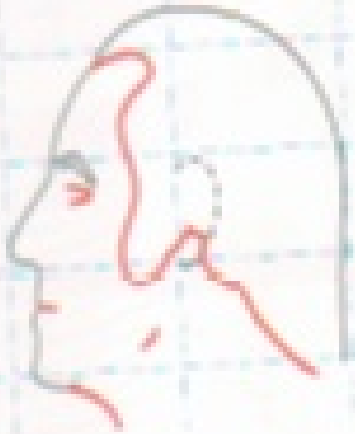

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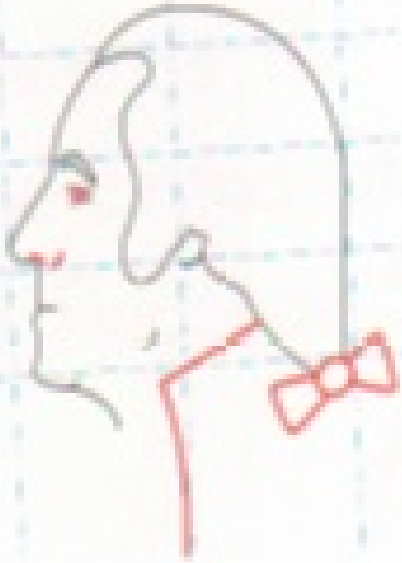

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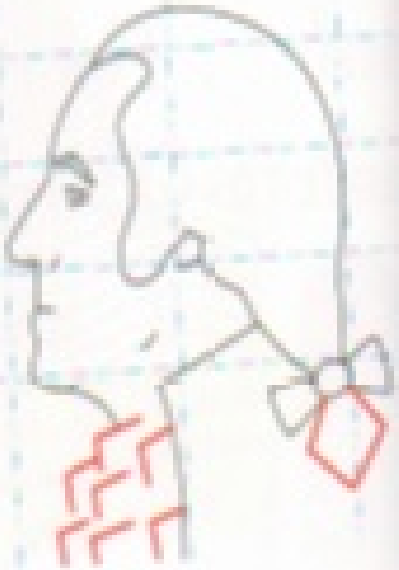
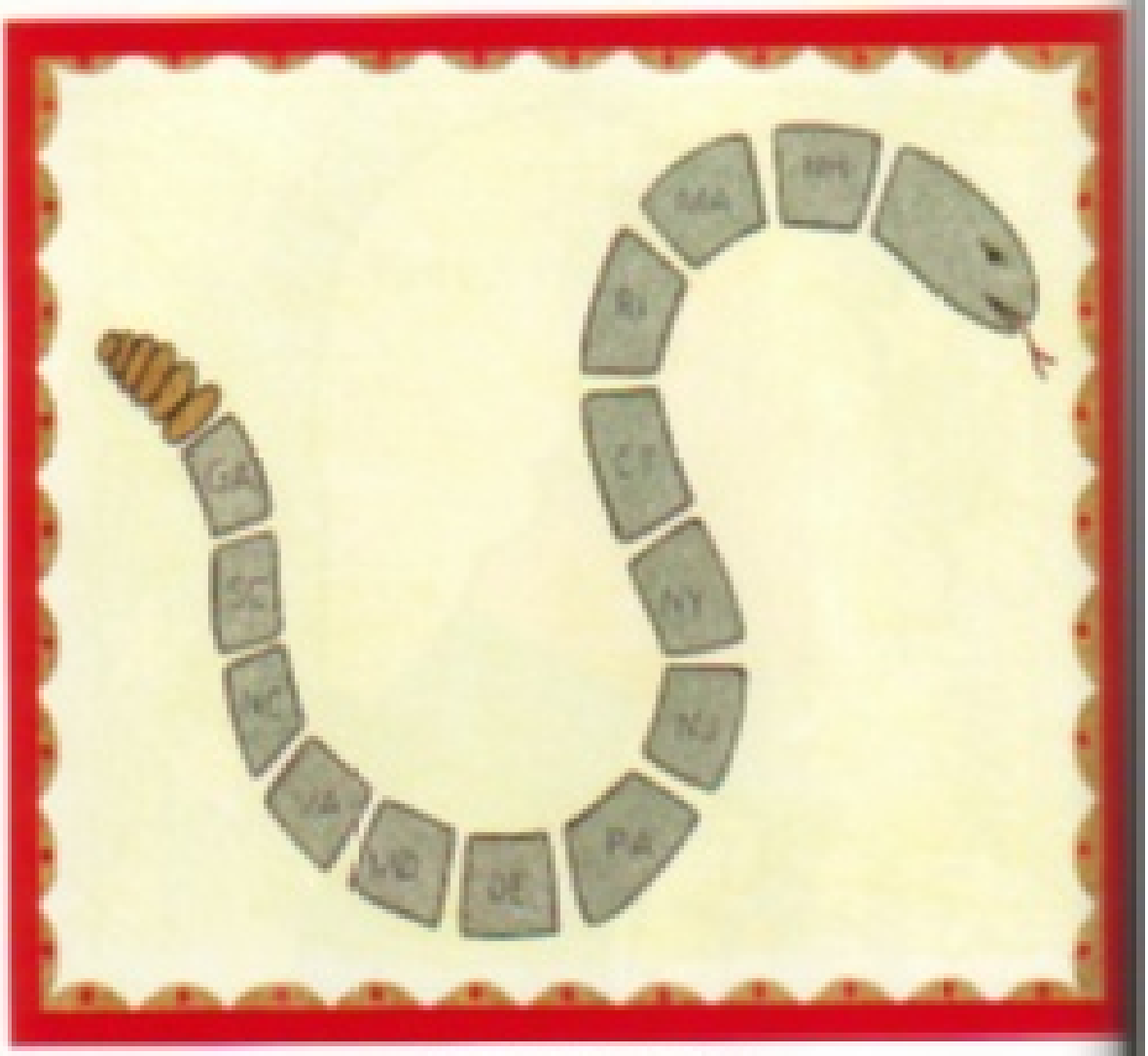


"...and to the republic for which it stands."

The United States is a republic.
Its leaders work for the people.
The people choose their leaders.
They choose by voting.

Were all Americans able to vote for the first president in 1789?



"...one Nation under God."

There were 13 colonies.
Each was like a small country.
They joined together.
They became the United States.

What did the snake represent?

United We Stand

Question answered on page 26

Don't Tread on Me

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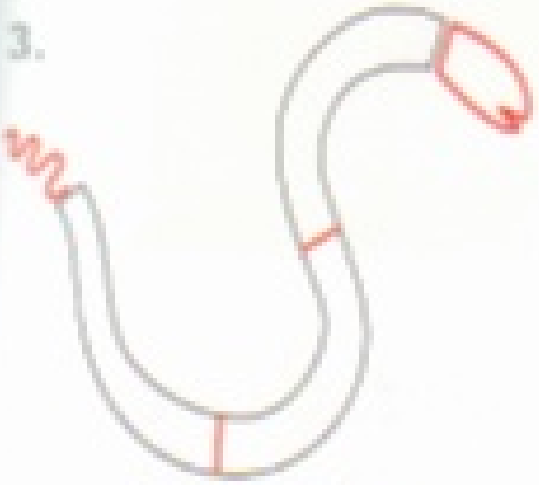

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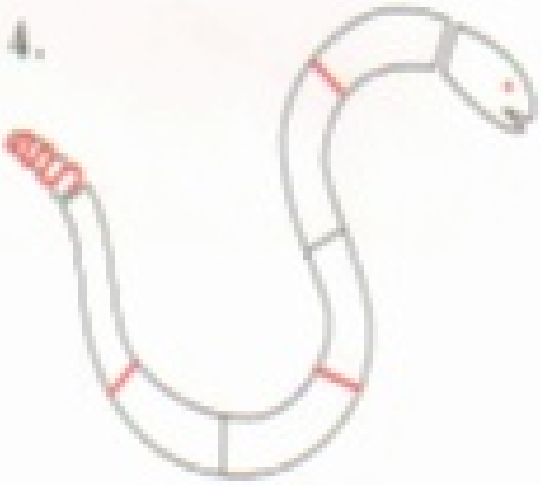

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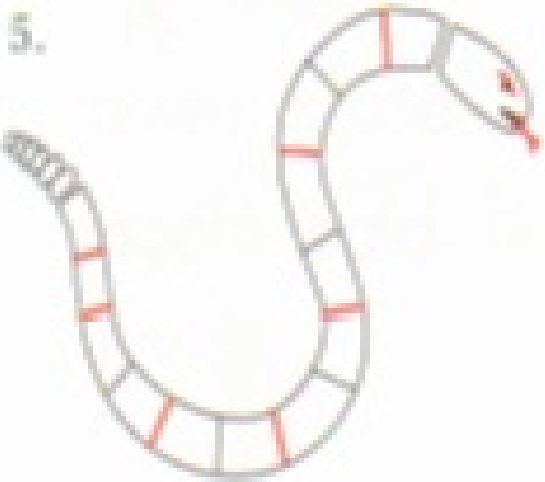

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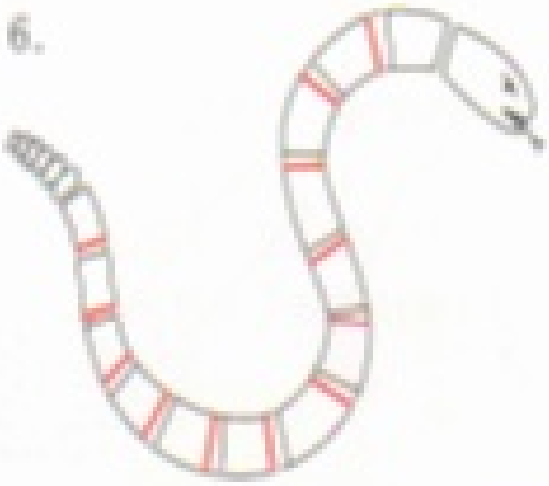

Divided We Fall

Question answered on page 28

Young Abraham Lincoln — Sixteenth U.S. President

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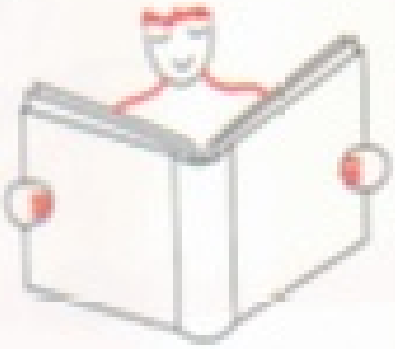

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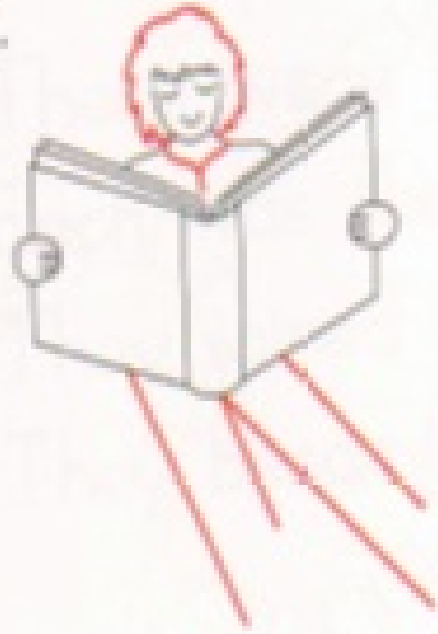

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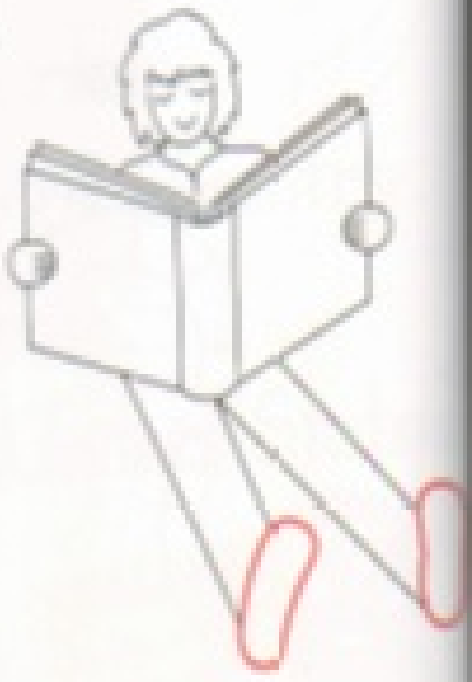

"...indivisible."

The U.S. began with 13 states.
It grew to 33 states.
Eleven states wanted to leave.
Lincoln said they must stay.

"...with liberty"

Americans are proud to be free.
They can make choices.
They can shape their future.
They can voice their ideas.

What does the Statue of Liberty represent?

Questions answered on page 28

Statue of Liberty

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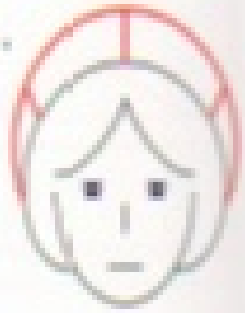

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Justice

Question answered on page 28

The Capitol Building — Washington, D.C.

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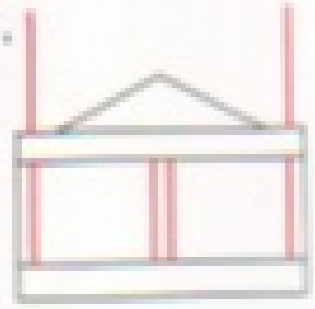

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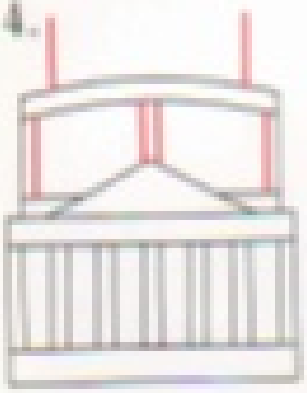

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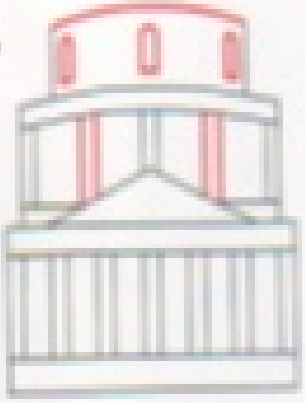

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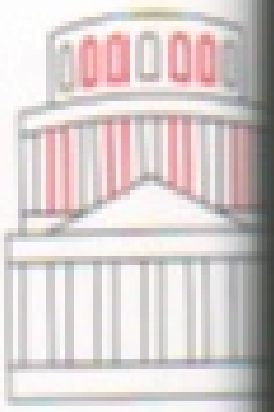

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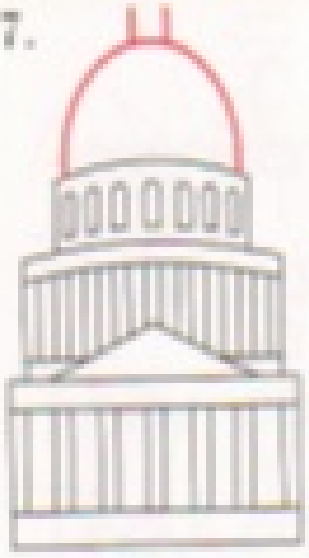

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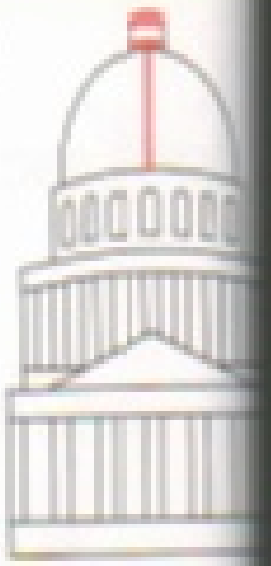

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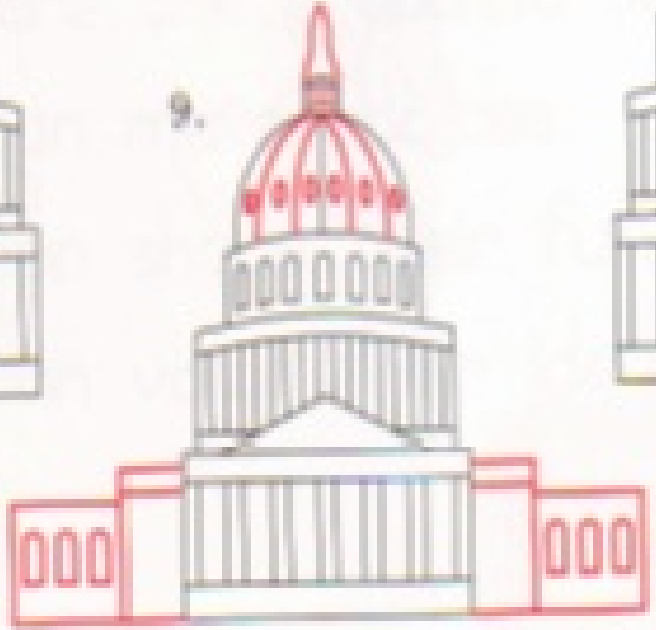
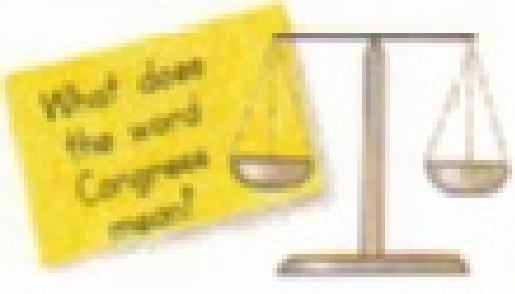


"...and justice"

Justice means being fair.
Americans make their own laws.
They are written by Congress.
Everyone follows the same laws.



"...for all."

All Americans are equal.
Each person is important.
One person can make a difference
One person can help everyone.

How can one person help all Americans?

Question answered on page 26

Rosa Parks and the Bus

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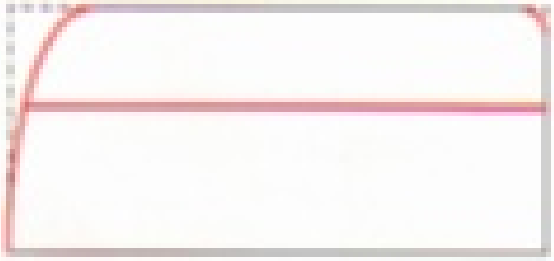
2.



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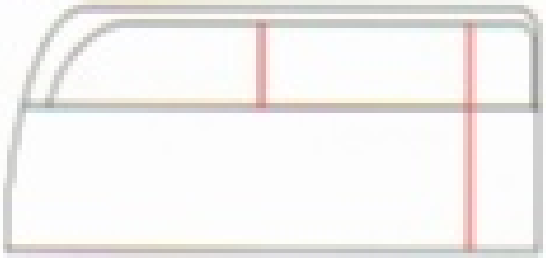

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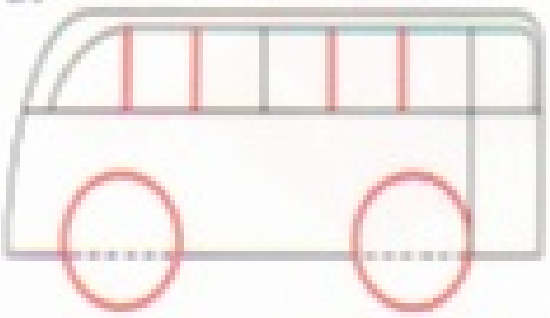

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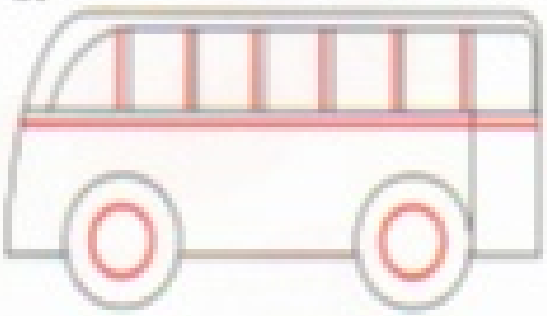

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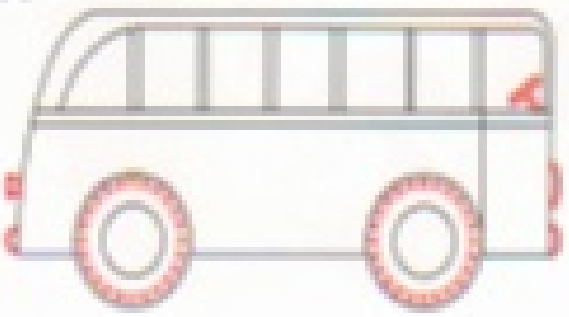


Learn more about The United States...

WHY DO AMERICANS PLEDGE ALLEGIANCE TO A FLAG? Page 10

To pledge means "to promise". Allegiance means "to love and be true to something." Learn the meaning, history and importance of the pledge in I PLEDGE ALLEGIANCE by Jane Swanson, illustrated by Bob Hanson, published by Carolrhoda, 1989.

WHY ALL AMERICANS ARE ABLE TO VOTE FOR THE FIRST PRESIDENT IN 1789? Page 12

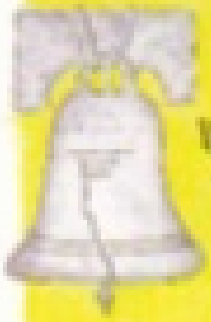
Today, most American citizens over the age of 18 have the right to vote, but in 1789, the only people who could cast a vote for George Washington were white men who owned land. Understand the importance of voting and the frustration of being denied the right to vote with THE BALLOT BOX BATTLE *written and illustrated by Emily Arnold McCully, published by Knopf, 1996. Learn about the first American president in* GEORGE WASHINGTON *by James Cross Giblin, illustrated by Michael Dooling, published by Scholastic, 1992.*

WHAT DID THE OLDER REPRESENT? Page 14

Before the United States was formed, there were 13 colonies. Each colony operated like a separate country, but all were under British rule. Eventually, the colonists wanted to be free from Britain. To succeed, however, the colonies knew they must join together. The snake represented the idea of uniting the 13 colonies to form a new, independent country. The saying, "Don't Tread on Me," demonstrated the respect the colonies demanded. Learn how the United States began with THE FOURTH OF JULY STORY *by Alice Dalgliesh, illustrated by Marie Nonnast, published by Aladdin, 1956.*

WHY DO AMERICANS PLEDGE TO BE INDIVISIBLE? Page 17

The word indivisible means "to stay together". Americans pledge to stay together because the memory of the war between the states is so terrible. Read about the Civil War in THE BLUE AND THE GRAY *by Eve Bunting, illustrated by Ted Rittinger, published by Scholastic, 1996. Learn about Abraham Lincoln, the United States' 16th president, in* HONEST ABE *by Edith Kunhardt, illustrated by Michael Dooling, published by Mulberry, 1992 and* LINCOLN: A PHOTOBIOGRAPHY *by Russell Freedman, published by Scholastic, 1987.*

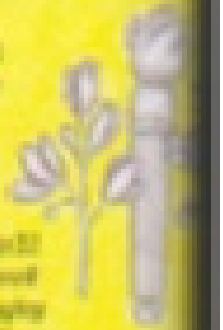


WHAT DOES THE STATUE OF LIBERTY REPRESENT? Page 18

Light from France, the Statue of Liberty represents the friendship between the countries. It also symbolizes the freedoms — or liberties — people enjoy in America. See COMING TO AMERICA *by Betsy Maestro, illustrated by Susannah Ryan, published by Scholastic, 1996. Also see* THE STORY OF THE STATUE OF LIBERTY *by Betsy and Giulio Maestro, published by Mulberry, 1987.*

WHAT DOES THE WORD CONGRESS MEAN? Page 21

The word congress means "coming together." Learn about the people who formed the United States' first Congress, wrote its Constitution and created The Bill of Rights with A MORE PERFECT UNION *written by Betsy Maestro, illustrated by Giulio Maestro, published by Mulberry, 1987.*

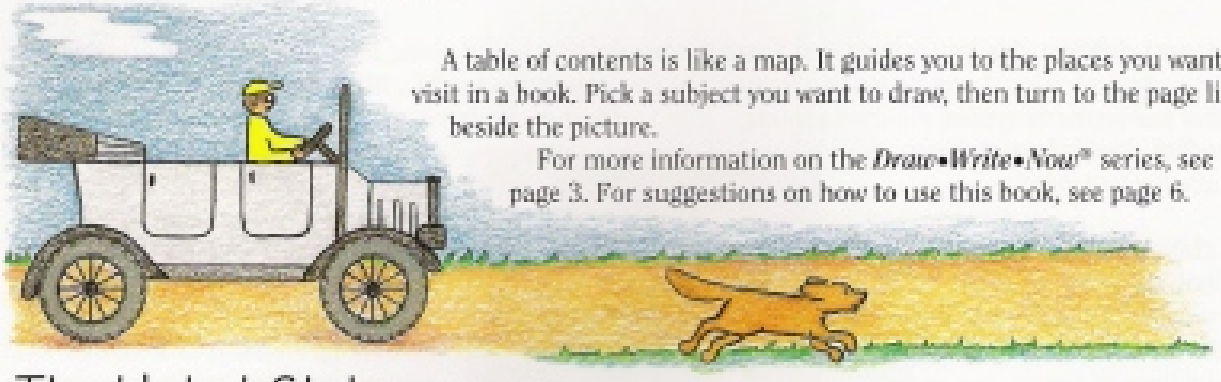


HOW DO ONE PERSON HELP ALL AMERICANS? Page 22

A single man, woman or child with great conviction can inspire many Americans to work toward positive change. See how one person improved life for many people by challenging unfair state laws in GRANDFATHER'S GIFT *by Margaree King Mitchell, illustrated by Larry Johnson, published by BridgeWater, 1997. Then, dig through an American scrapbook and meet great Americans who inspired others with* MY FELLOW AMERICANS *written and illustrated by Alice Provensen, published by Harcourt Brace, 1995. Rosa Parks inspired the Civil Rights Movement. Hear her story in* I AM ROSA PARKS *by Rosa Parks and Jim Haskins, illustrated by Wil Clay, published by Dial, 1997. For more information on the Civil Rights Movement, read* THE DAY MARTIN LUTHER KING, JR., WAS SHOT *by Jim Haskins, published by Scholastic, 1992.*

I PLEDGE ALLEGIANCE

Table of Contents



A table of contents is like a map. It guides you to the places you want to visit in a book. Pick a subject you want to draw, then turn to the page listed beside the picture.

For more information on the *Draw•Write•Now*® series, see page 3. For suggestions on how to use this book, see page 6.

The United States Page 9

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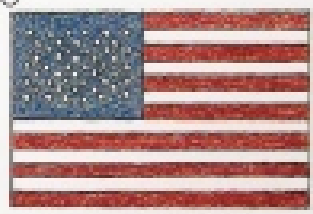

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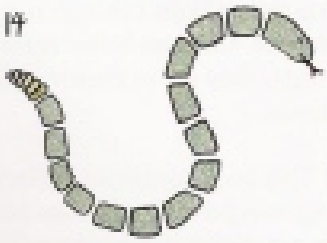

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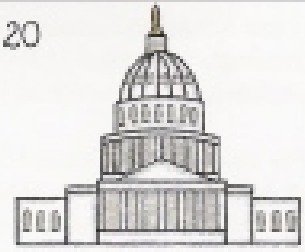

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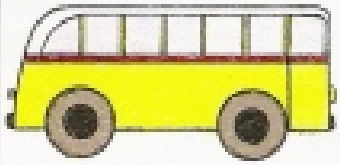
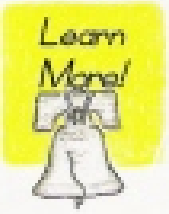


24 Draw What You See!

26 Learn More!



From Sea to Sea Page 27

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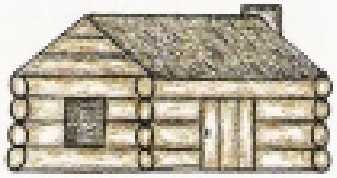

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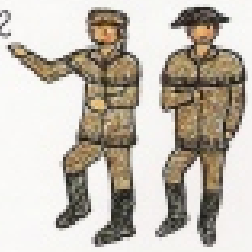
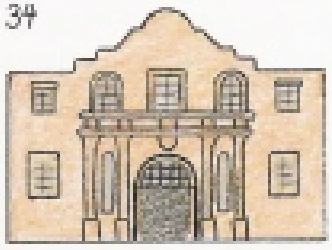
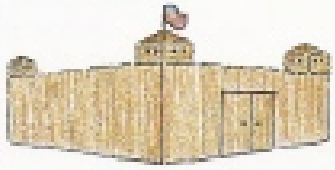


34 

36 

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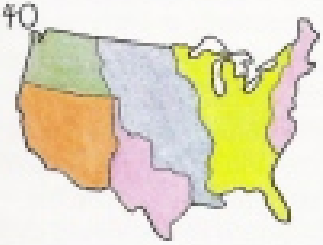
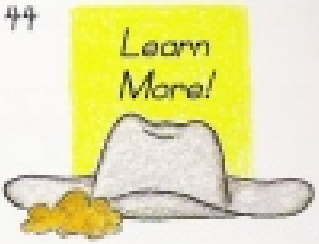
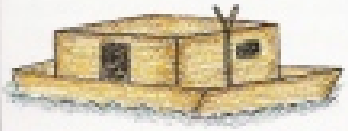
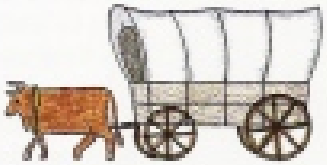
40 

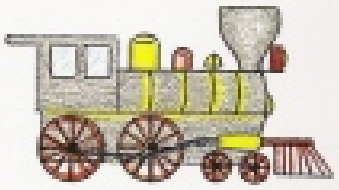
42 Draw Your World!

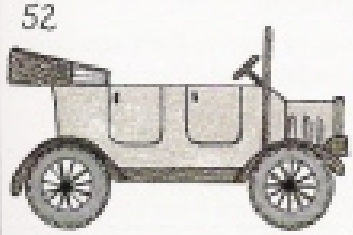
44 Learn More! 

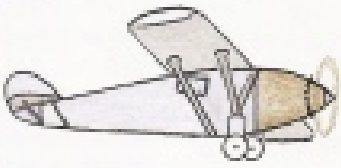
Moving Forward Page 45

46 

48 

50 

52 

54 

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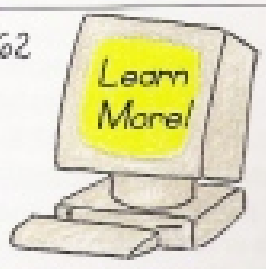
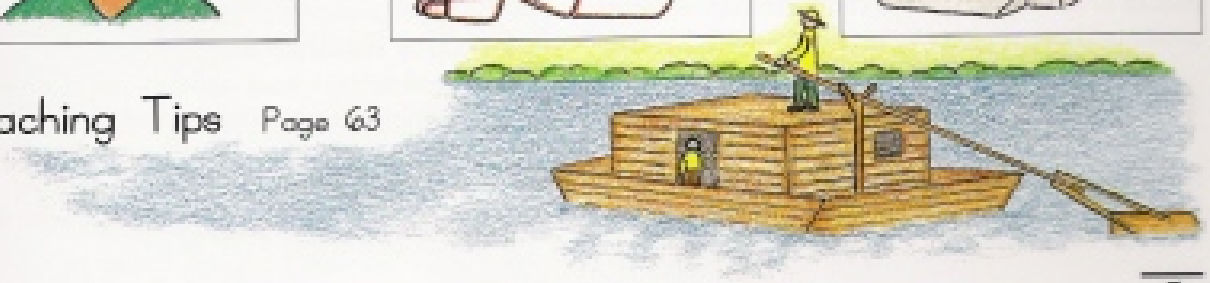
60 Draw From Your Imagination!

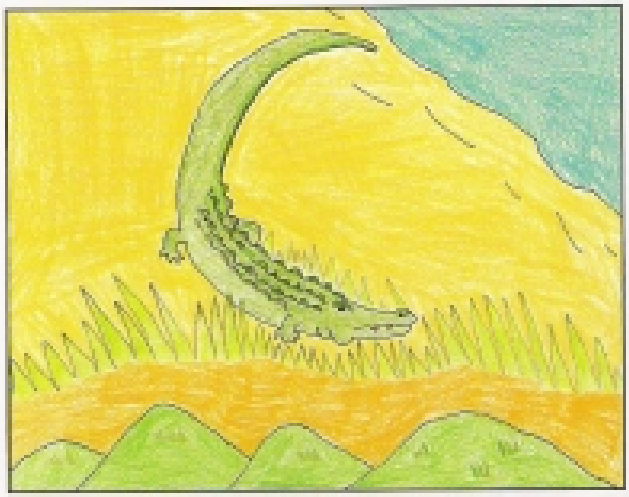
62 Learn More! 

Teaching Tips Page 63



A few tips to get started...

This is a book for children and their parents, teachers and caregivers. Although most young people can complete the lessons in this book quite successfully on their own, a little help and encouragement from a caring adult can go a long way toward building a child's self-confidence, creativity and technical skills.



Alligator by Anna Harrison, age 8
from Draw•Write•Now®, Book Six

The following outline contains insights from the 30-plus years the authors have worked with the material in this book. Realizing that no two children or classrooms are alike, the authors encourage you to modify these lessons to best suit the needs of your child or classroom. Each Draw•Write•Now® lesson includes five parts:

1. Introduce the subject.
2. Draw the subject.
3. Draw the background.
4. Practice handwriting.
5. Color the drawing.

Each child will need a pencil, an eraser, drawing paper, penmanship paper and either crayons, color pencils or felt tip markers to complete each lesson as presented here.

1. Introduce the Subject

Begin the lesson by generating interest in the subject with a story, discussion, poem, photograph or song. The questions on the illustrated notes scattered throughout this book are examples of how interest can be built along a related theme. Answers to these questions and the titles of several theme-related books are on pages 26, 44 and 62.

2. Draw the Subject

Have the children draw with a pencil. Encourage them to draw lightly because some lines (shown as dashed lines on the drawing lessons) will need to be erased. Point out the shapes and lines in the subject as the children work through the lesson. Help the children see that complex objects can be viewed as combinations of lines and simple shapes.

Help the children be successful! Show them how to position the first step on their papers in an appropriate size. Initially, the children may find some shapes difficult to draw. If they do, provide a pattern for them to trace, or draw the first step for them. Once they fine-tune their skills and build their self-confidence, their ability and creativity will take over. For lesson-specific drawing tips and suggestions, refer to *Teaching Tips* on pages 63–64.

3. Draw the Background

Encourage the children to express their creativity and imagination in the backgrounds they add to their pictures. Add to their creative libraries by demonstrating various ways to draw trees, horizons and other details. Point out background details in the drawings in this book, illustrations from other books, photographs and works of art.

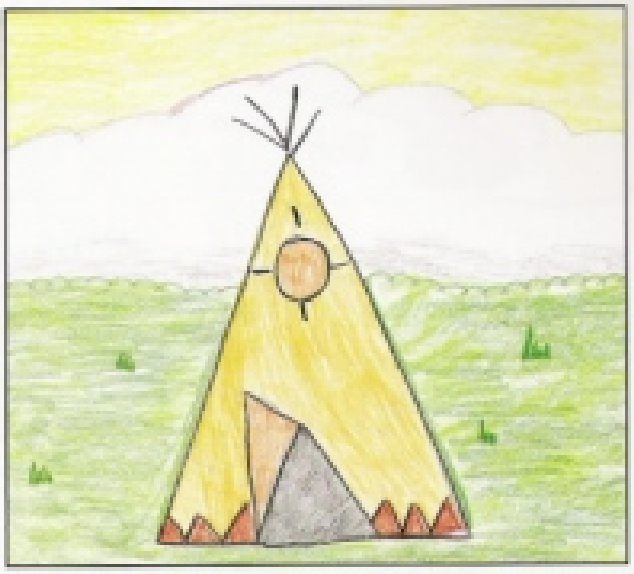
Encourage the children to draw their world by looking for basic shapes and lines in the things they see around them. Ask them to draw from their imaginations by using their developing skills. For additional ideas on motivating children to draw creatively, see pages 24–25, 42–43 and 60–61.

4. Practice Handwriting

In place of drills — rows of e's, r's and so on — it is often useful and more motivating to have children write complete sentences when they practice their handwriting. When the focus is on handwriting rather than spelling or vocabulary enrichment, use

simple words that the children can easily read and spell. Begin by writing each word with the children, demonstrating how individual letters are formed and stressing proper spacing. Start slowly. One or two sentences may be challenging enough in the beginning. Once the children are consistently forming their letters correctly, encourage them to work at their own pace.

There are many ways to adapt these lessons for use with your child or classroom. For example, you may want to replace the authors' text with your own words. You may want to let the children compose sentences to describe their drawings or answer the theme-related questions found throughout the book. You may prefer to replace the block alphabet used in this book with a cursive, D'Nealian® or other alphabet style. If you are unfamiliar with the various alphabet styles used for teaching handwriting, consult your local library. A local elementary school may also be able to recommend an appropriate alphabet style and related resource materials.

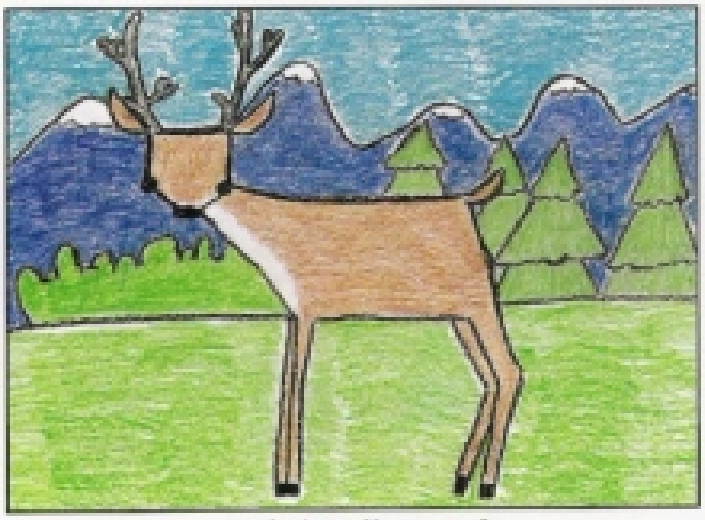


Tepee by Taylor Scott, age 9
from Draw•Write•Now®, Book Three

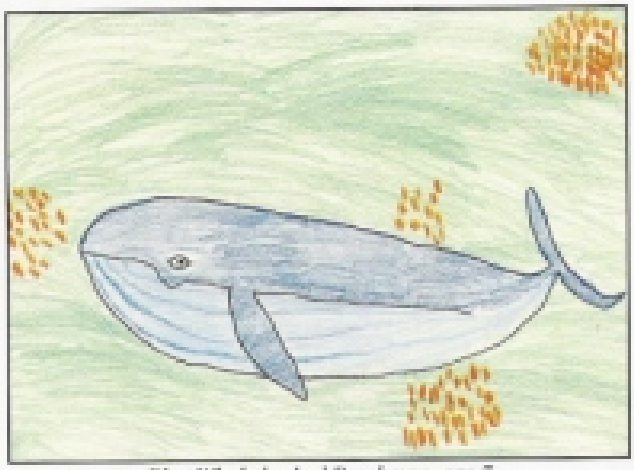
5. Color the Picture

Children enjoy coloring their own drawings. The beautiful colors, however, often cover the details they have so carefully drawn in pencil. To preserve their efforts, you may want to have the children trace their pencil lines with black crayons or fine-tipped felt markers.

Crayons — When they color with crayons, have the children outline their drawings with a black crayon *after* they have colored their pictures (the black crayon may smear if they do their outlining first).



Deer by Aaron Hagen, age 6
from Draw•Write•Now®, Book Seven



Blue Whale by Joel Brockman, age 7
from Draw•Write•Now®, Book Four

Color Pencils — When they color with color pencils, have the children outline their drawings with a felt tip marker *before* they color their drawings.

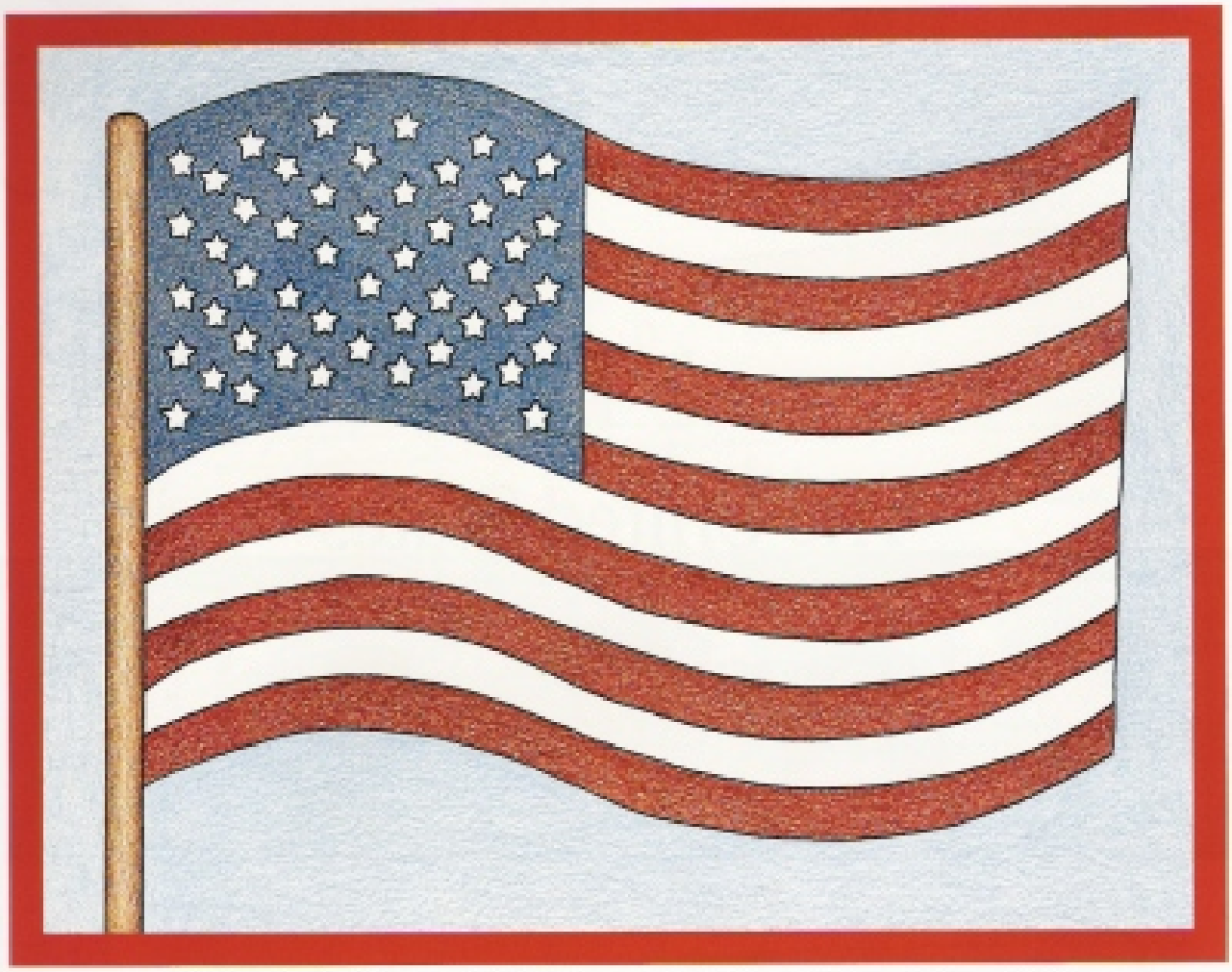
Felt Tip Markers — When they color with felt tip markers, have the children outline their drawings with a black marker *after* they have colored their pictures.

Your comments are appreciated!

How are you sharing Draw•Write•Now® with your children or students? The authors would appreciate hearing from you. Write to Marie Hablitzel and Kim Stitzer, c/o Barker Creek Publishing, Inc., P.O. Box 2610, Poulsbo, WA 98370, USA or visit our Web site at www.barkercreek.com.

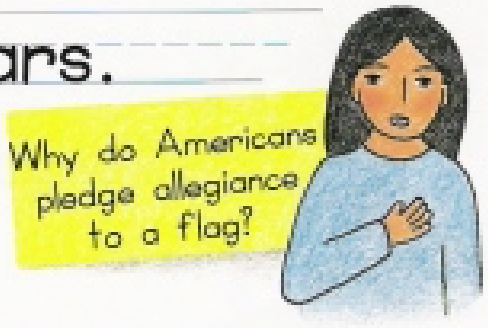
The United States

The Pledge of Allegiance



"I pledge allegiance to the flag of the United States of America"

The flag is a symbol.
It stands for the United States.
The United States has 50 states.
Its flag has 50 stars.



Flag

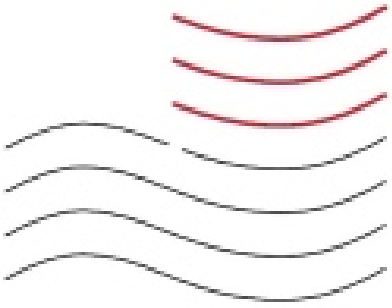
Teaching Tip on page 64
Question answered on page 26

The Stars and Stripes

1.

2.

3.



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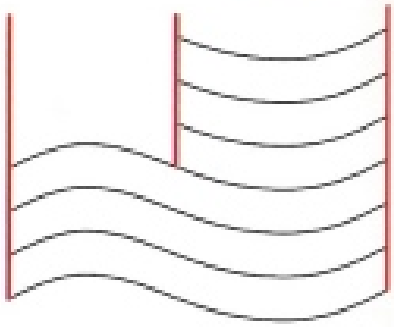

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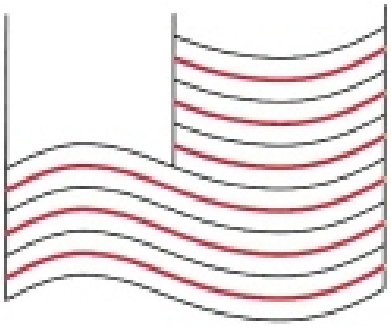

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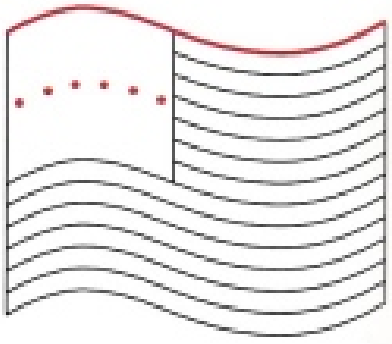

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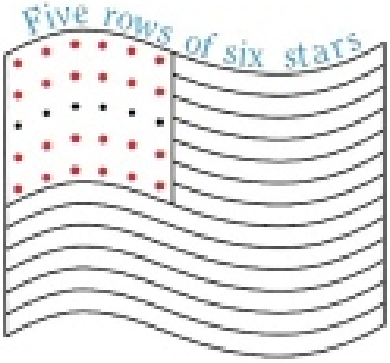

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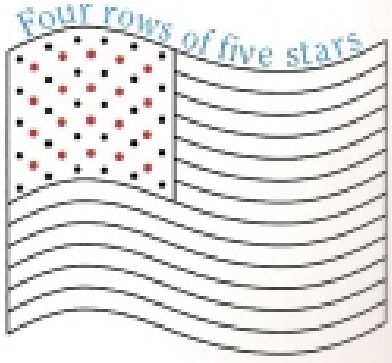
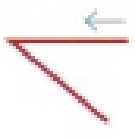


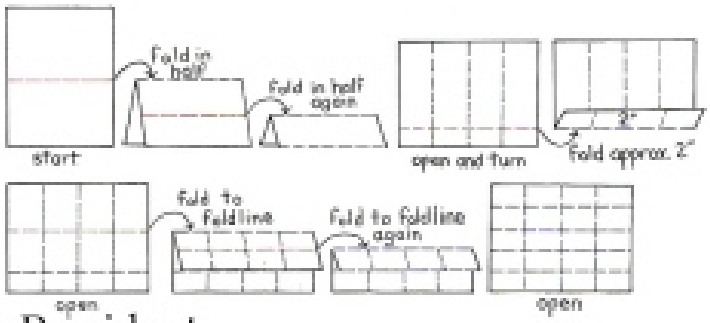
1. 

2.

3.

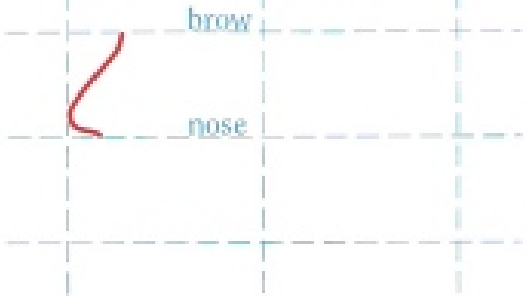
We the People

Teaching Tip on page 64
Question answered on page 26



George Washington — First U.S. President

1.



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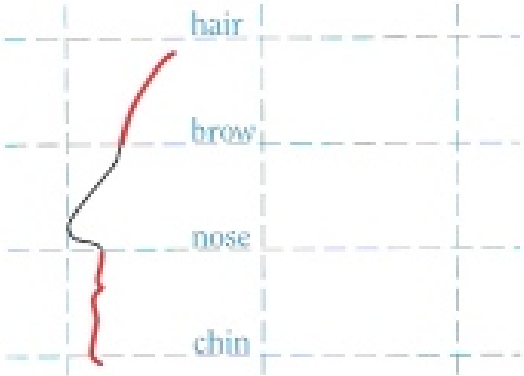

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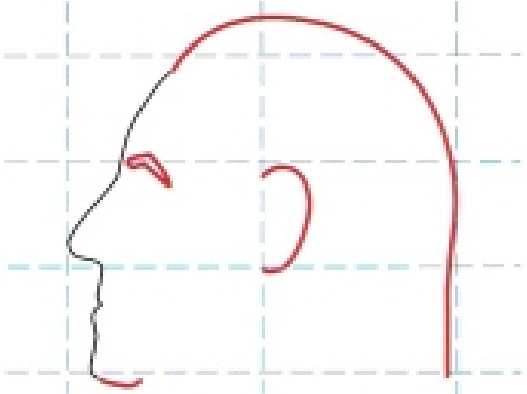

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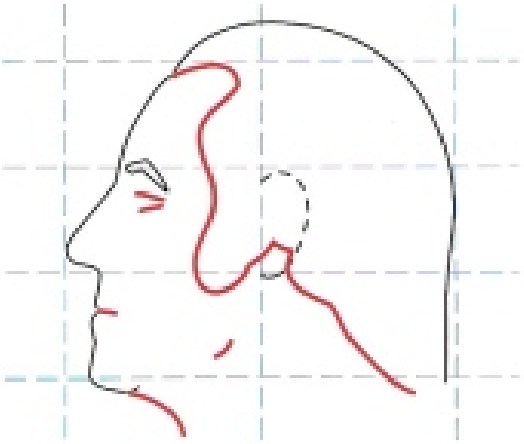

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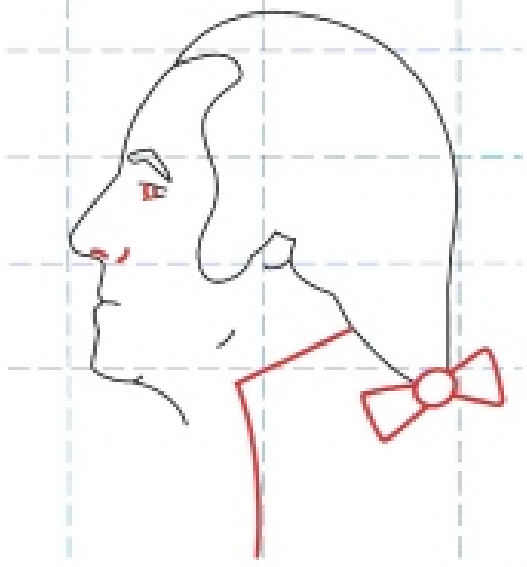

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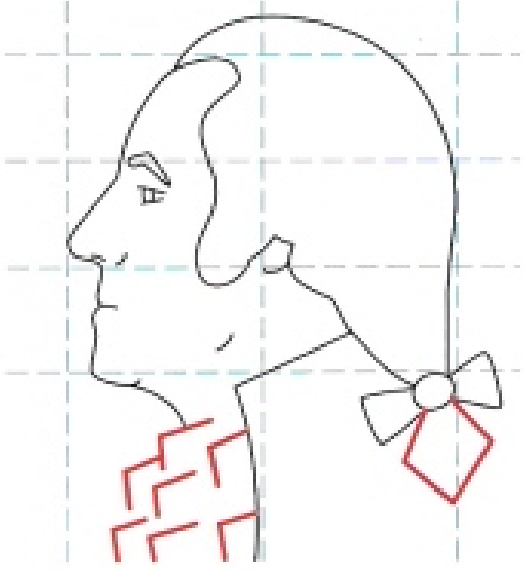
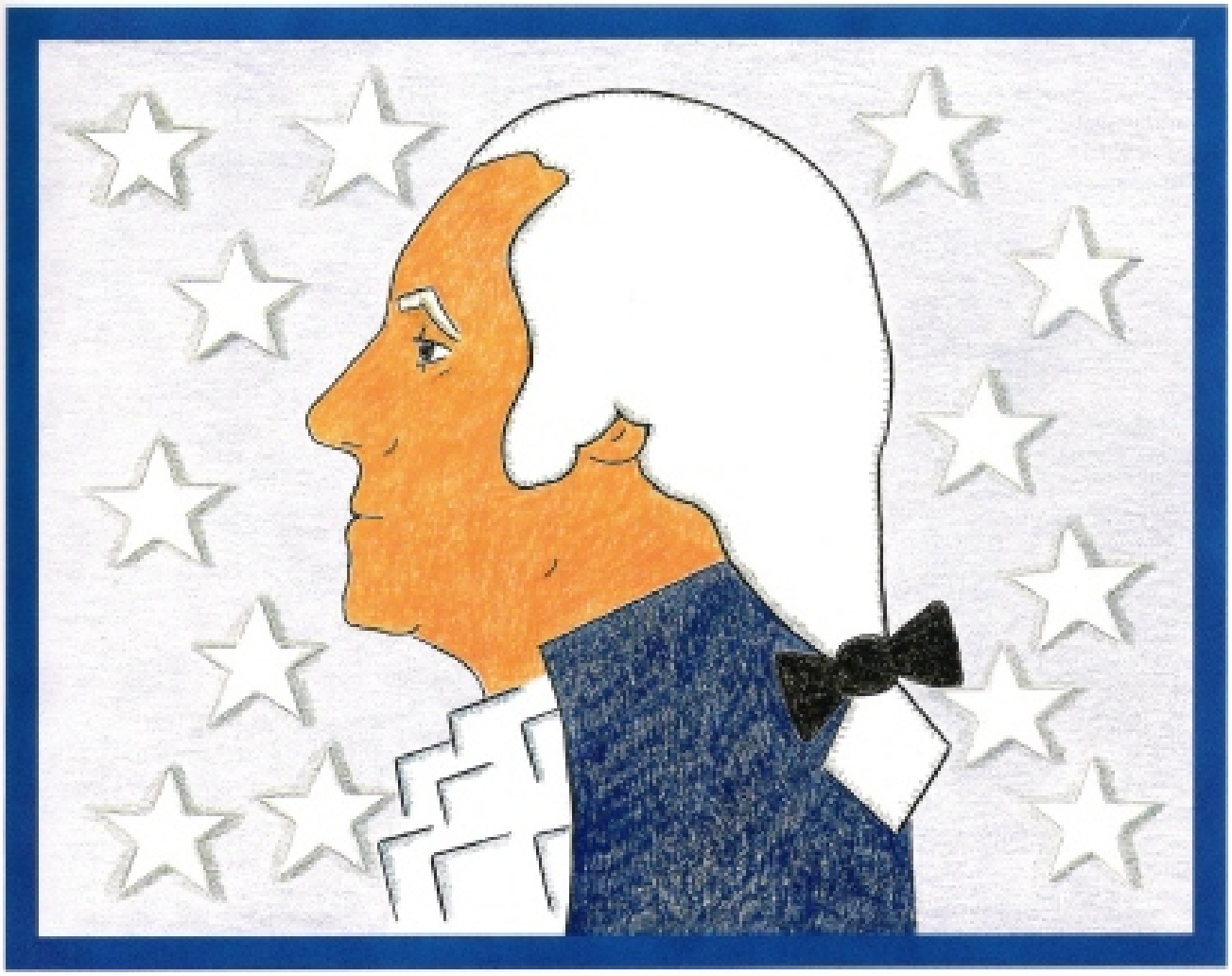
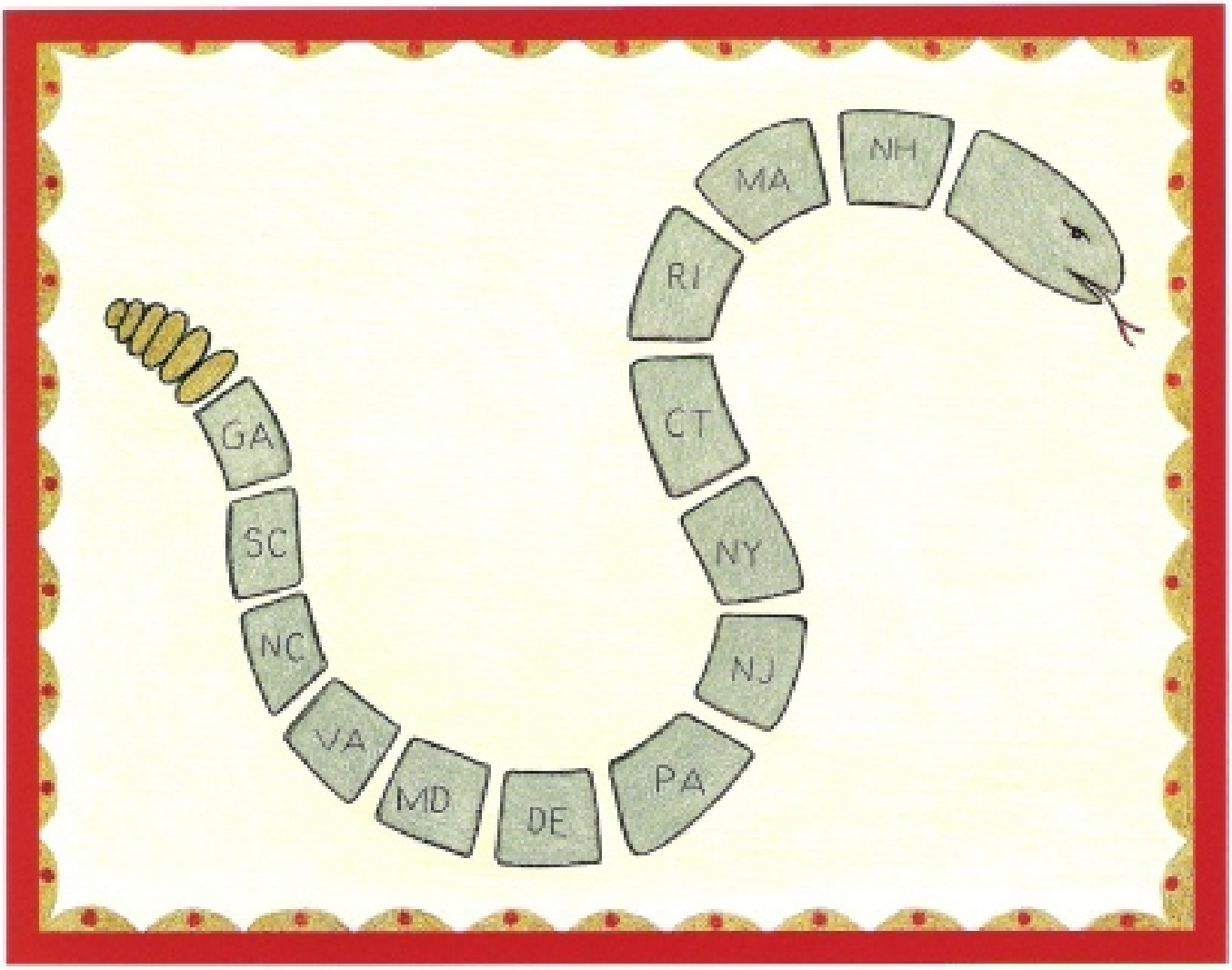




"...and to the republic for which it stands,"

The United States is a republic.
Its leaders work for the people.
The people choose their leaders.
They choose by voting.

Were all Americans able to vote for the first president in 1788?



"...one Nation under God,"

There were 13 colonies.
Each was like a small country.
They joined together.
They became the United States.

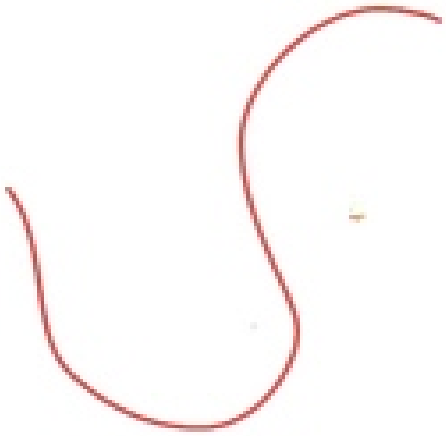
What did the snake represent?

United We Stand

Question answered on page 26

Don't Tread on Me

1.



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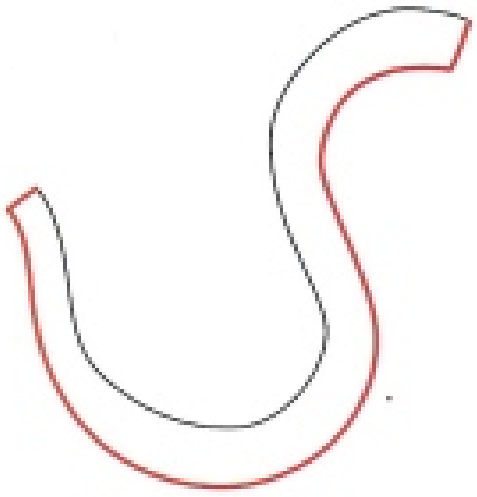

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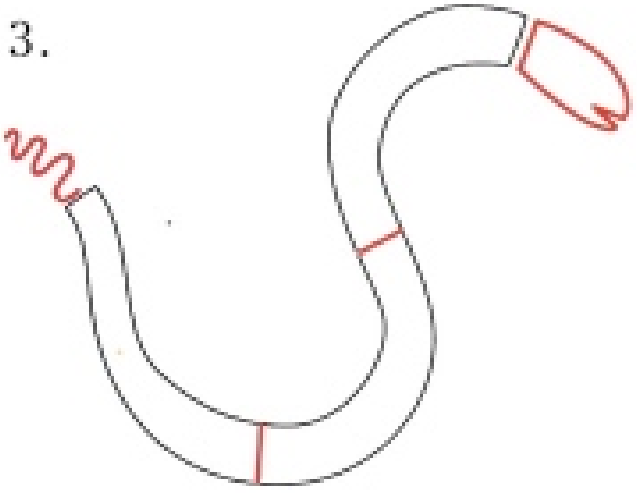

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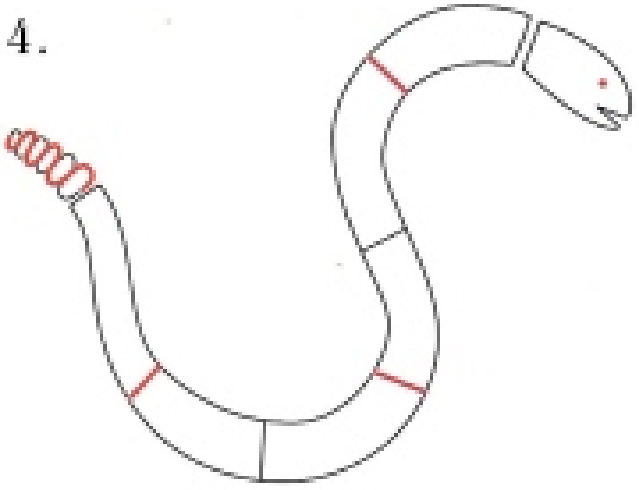

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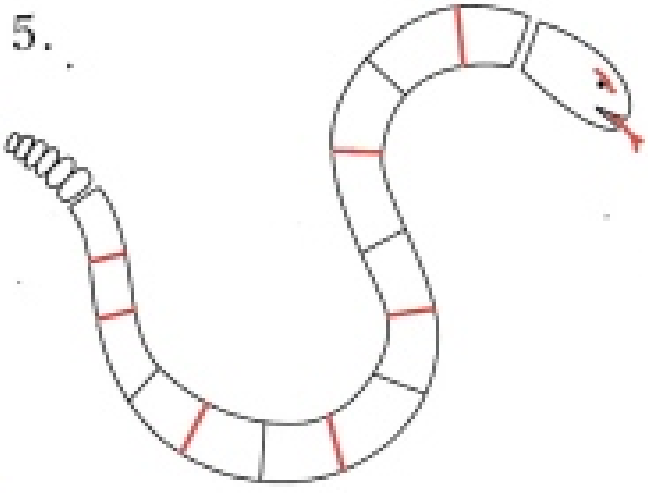

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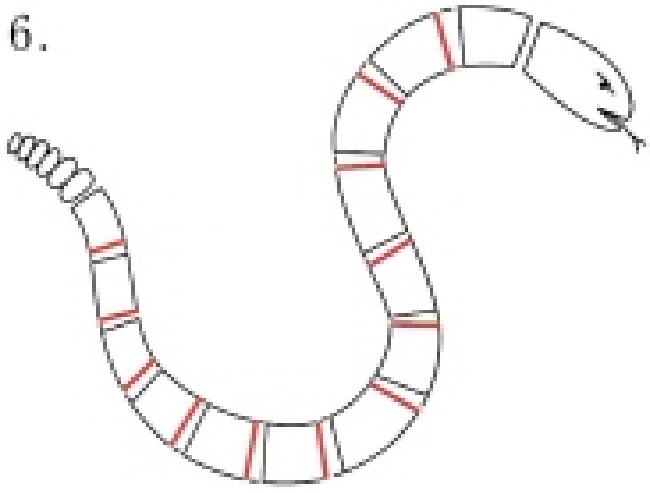
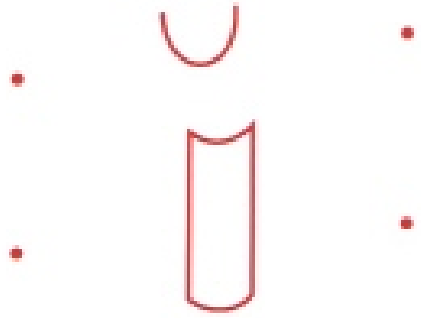


Divided We Fall

Question answered on page 26

Young Abraham Lincoln — Sixteenth U.S. President

1.



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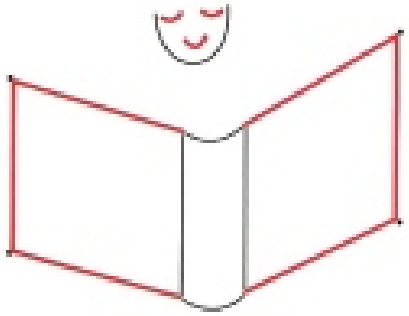

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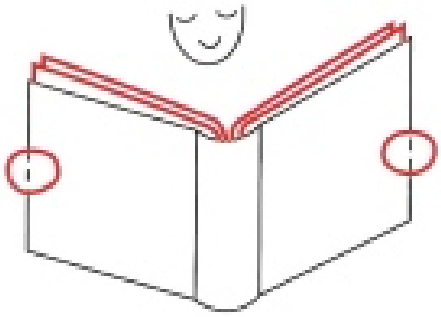

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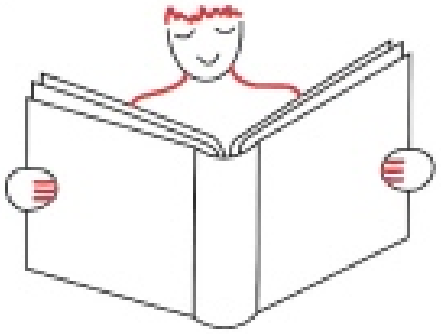

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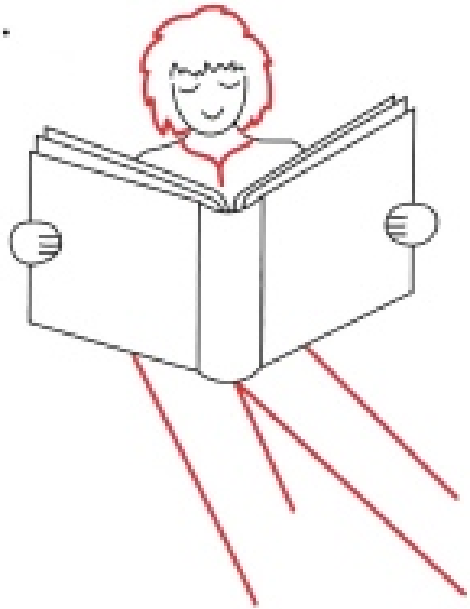

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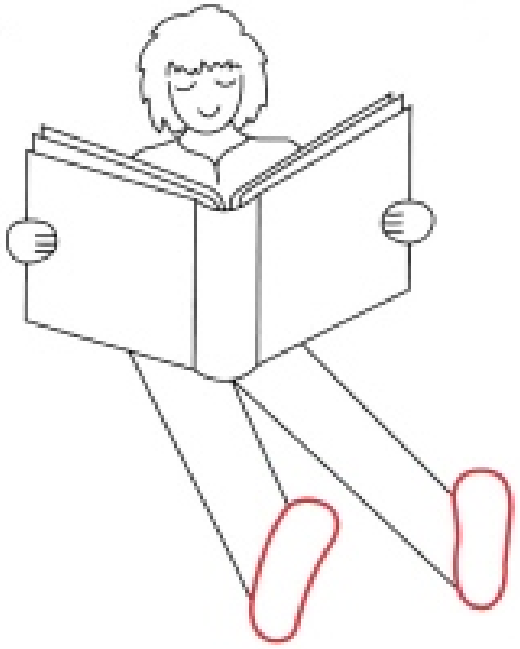
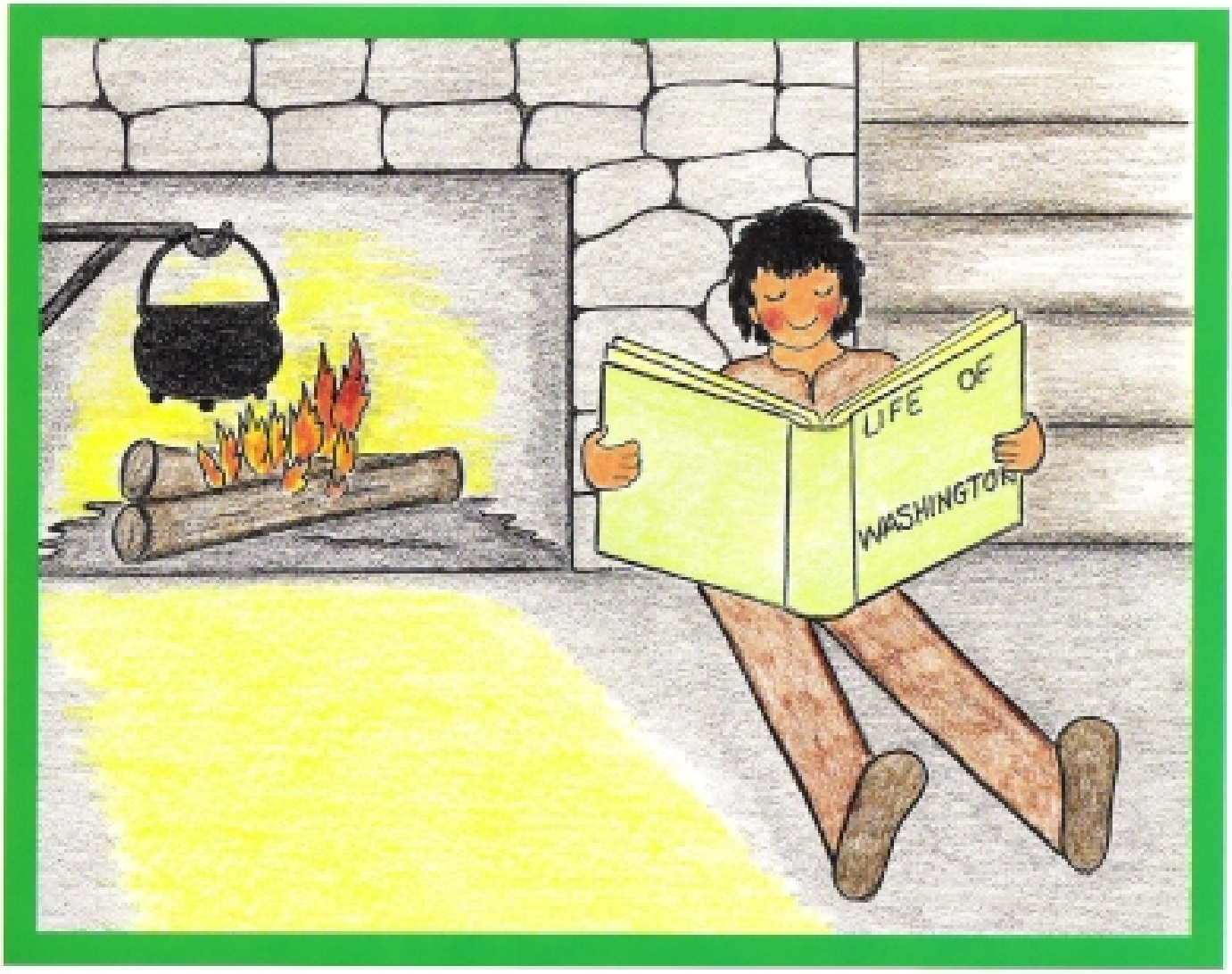




"...indivisible,"

The U.S. began with 13 states.
It grew to 33 states.
Eleven states wanted to leave.
Lincoln said they must stay.

"...with liberty"

Americans are proud to be free.
They can make choices.
They can shape their future.
They can voice their ideas.

JULY 4, 1776
What does the Statue of Liberty represent?
JULY IV, MDCCLXXVI

Liberty

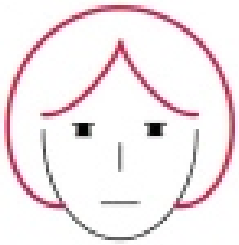
Question answered on page 26

Statue of Liberty

1.

2.

3.



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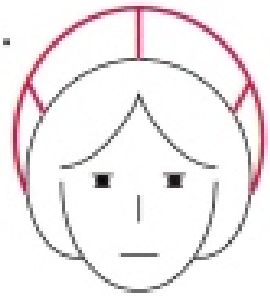

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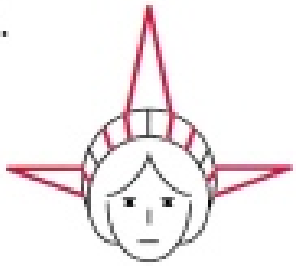

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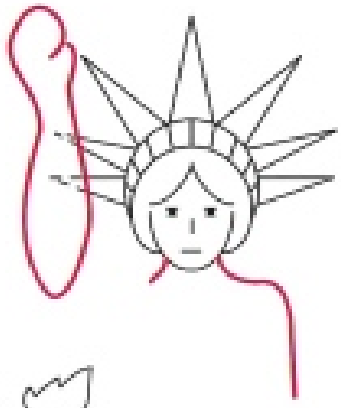

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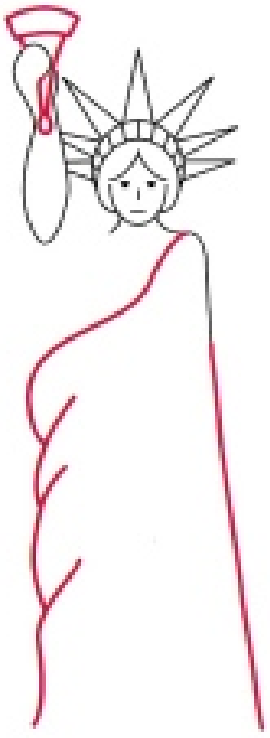


9.

10.

Justice

Question answered on page 26

The Capitol Building —

Draw What You See

Look at American coins...

How have hairstyles changed through the years?

1700s

1800s

1900s

How has the symbol for liberty changed over the years?

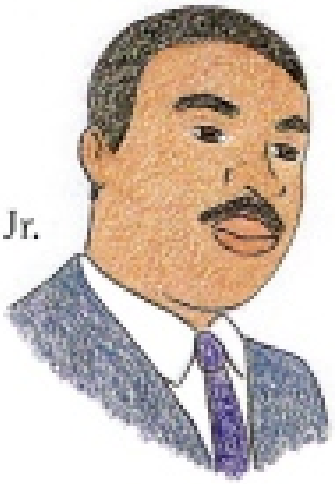
Not all coins honor presidents...

Benjamin Franklin

Susan B. Anthony

What other Americans may someday have a coin made in their honor?

Dr. Martin Luther King Jr.



Helen Keller

Draw a coin honoring you!

Learn more about The United States...

WHY DO AMERICANS PLEDGE ALLEGIANCE TO A FLAG? Page 10

To pledge means "to promise". Allegiance means "to love and be true to something." Learn the meaning, history and importance of the pledge in I PLEDGE ALLEGIANCE *by June Swanson, illustrated by Rick Hanson, published by Carolrhoda, 1990.*

WERE ALL AMERICANS ABLE TO VOTE FOR THE FIRST PRESIDENT IN 1788? Page 12

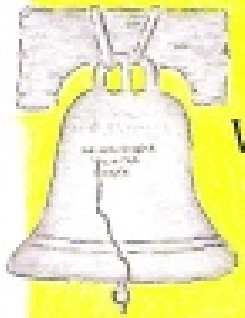
Today, most American citizens over the age of 18 have the right to vote; but in 1788, the only people able to cast a vote for George Washington were white men who owned land. Understand the importance of voting and the frustration of being denied the right to vote with THE BALLOT BOX BATTLE *written and illustrated by Emily Arnold McCully, published by Knopf, 1996. Learn about the first American president in* GEORGE WASHINGTON *by James Cross Giblin, illustrated by Michael Dooling, published by Scholastic, 1992.*

WHAT DID THE SNAKE REPRESENT? Page 14

Before the United States was formed, there were 13 colonies. Each colony operated like a separate country but all were under British rule. Eventually, the colonies wanted to be free from British. To succeed, however, the colonies knew they must join together. The snake represented the idea of uniting the 13 colonies to form a new, independent country. The saying, "Don't Tread on Me," demonstrated the respect the colonies demanded. Learn how the United States began with THE FOURTH OF JULY STORY *by Alice Dalgliesh, illustrated by Marie Nonnast, published by Aladdin, 1956.*

WHY DO AMERICANS PLEDGE TO BE INDIVISIBLE? Page 17

The word indivisible means "to stay together". Americans pledge to stay together because the memory of the war between the states is so terrible. Read about the Civil War in THE BLUE AND THE GRAY *by Eve Bunting, illustrated by Ned Bittinger, published by Scholastic, 1996. Learn about Abraham Lincoln, the United States' 16th president, in* HONEST ABE *by Edith Kunhardt, illustrated by Malcah Zeldis, published by Mulberry, 1993 and* LINCOLN: A PHOTOBIOGRAPHY *by Russell Freedman, published by Scholastic, 1987.*



WHAT DOES THE STATUE OF LIBERTY REPRESENT? Page 18

A gift from France, the Statue of Liberty represents the friendship between the countries. It also symbolizes the freedoms — or liberties — people enjoy in America. See COMING TO AMERICA *by Betsy Maestro, illustrated by Susannah Ryan, published by Scholastic, 1996. Also see* THE STORY OF THE STATUE OF LIBERTY *by Betsy and Giulio Maestro, published by Mulberry, 1987.*

WHAT DOES THE WORD CONGRESS MEAN? Page 21

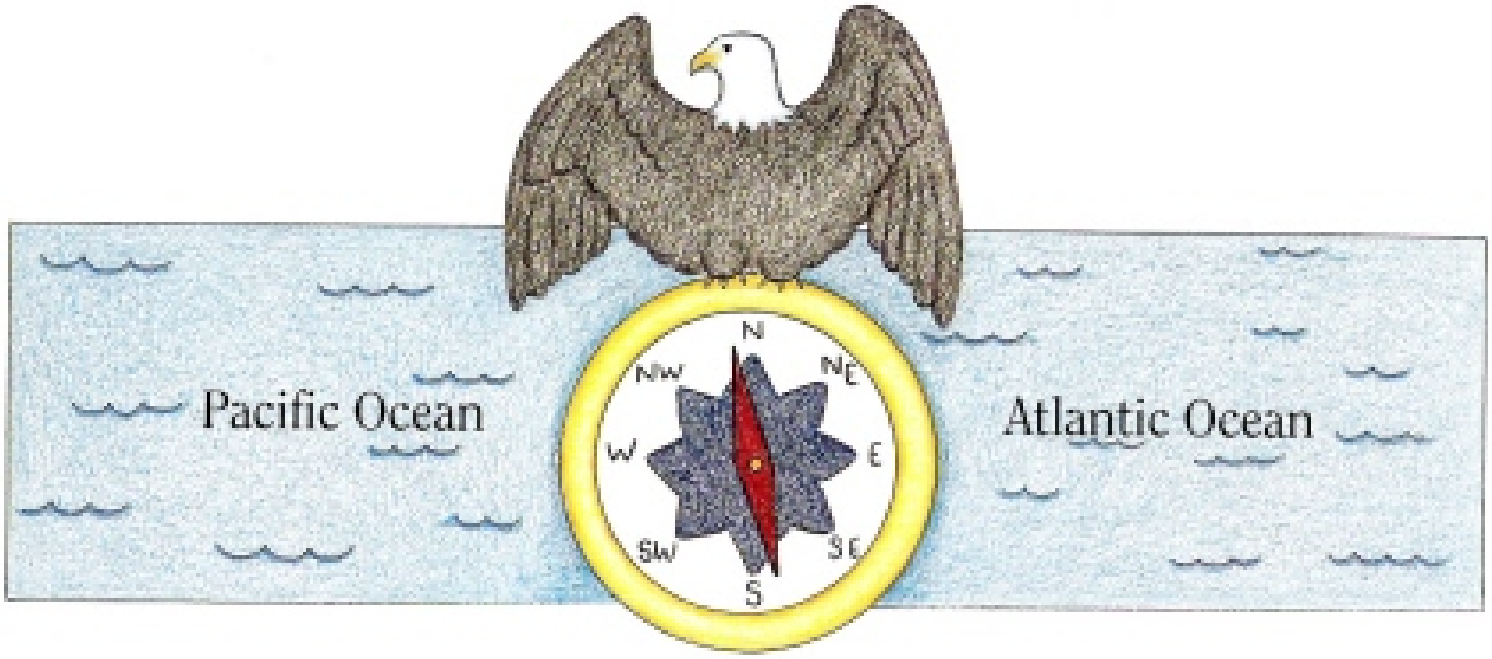
The word congress means "coming together." Learn about the people who formed the United States' first Congress, wrote its Constitution and created The Bill of Rights with A MORE PERFECT UNION *written by Betsy Maestro, illustrated by Giulio Maestro, published by Mulberry, 1987.*

HOW CAN ONE PERSON HELP ALL AMERICANS? Page 22

A single man, woman or child with great conviction can inspire many Americans to work toward positive change. See how one person improved life for many people by challenging unfair state laws in GRANDDADDY'S GIFT *by Margaree King Mitchell, illustrated by Larry Johnson, published by BridgeWater, 1997. Then, flip through an American scrapbook and meet great Americans who inspired others with* MY FELLOW AMERICANS *written and illustrated by Alice Provensen, published by Harcourt Brace, 1995. Rosa Parks inspired the Civil Rights Movement. Hear her story in* I AM ROSA PARKS *by Rosa Parks and Jim Haskins, illustrated by Wil Clay, published by Dial, 1997. For more information on the Civil Rights Movement, read* THE DAY MARTIN LUTHER KING, JR., WAS SHOT *by Jim Haskins, published by Scholastic, 1992.*

E PLURIBUS UNUM

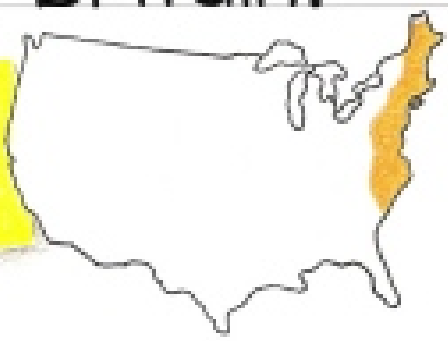
From Sea to Sea



1776

The U.S. began in the East.
There were large farms.
Many goods were traded.
America traded with Britain.

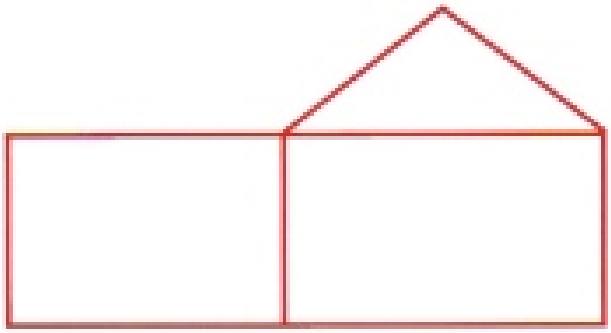
Did all people live on large farms?



Question answered on page 44

Mount Vernon

1.



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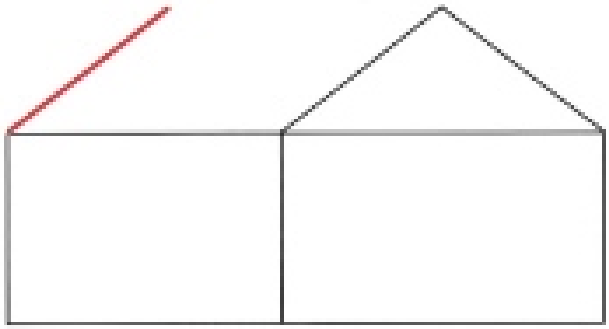

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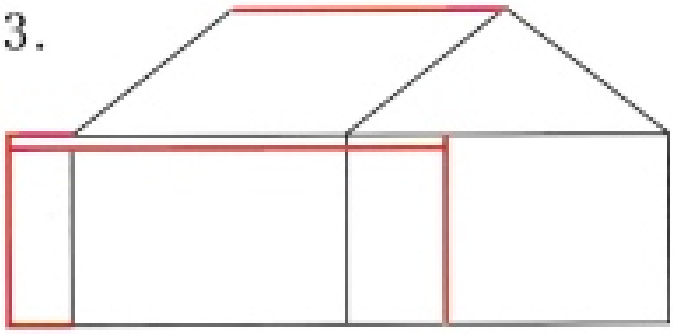

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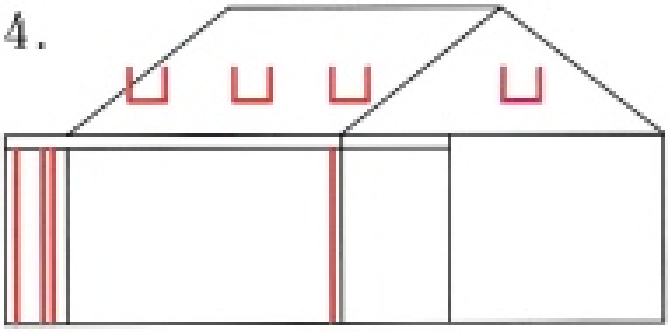

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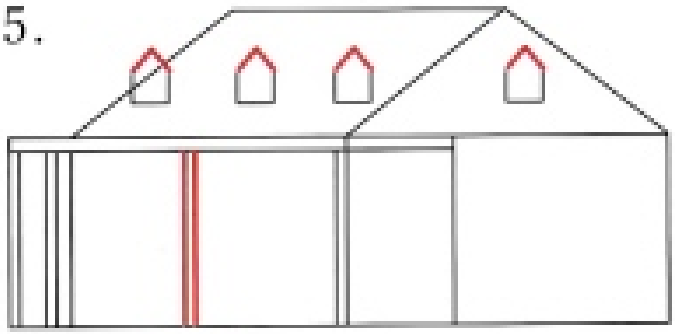

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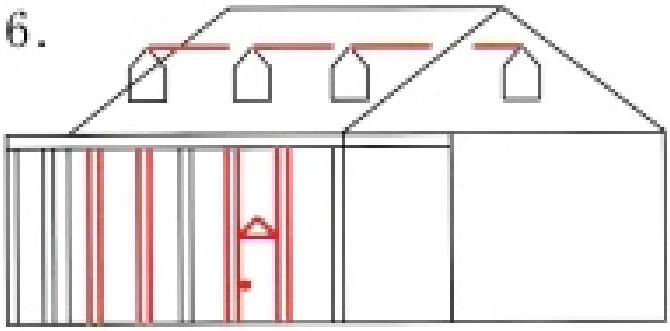

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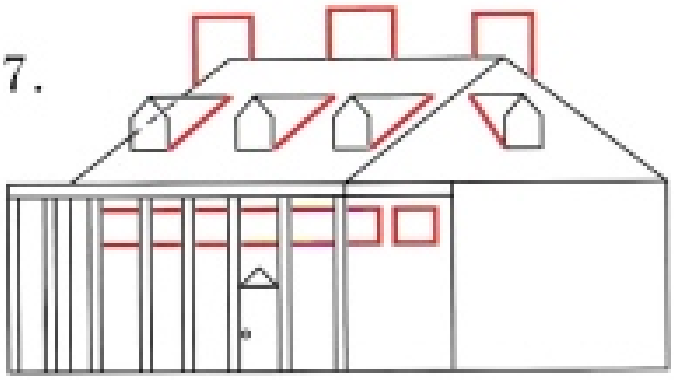


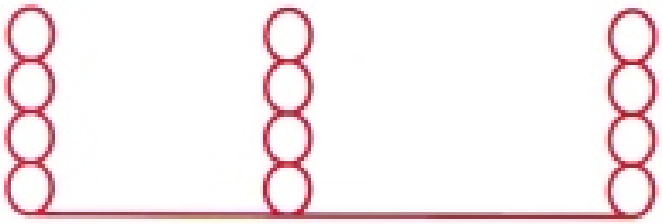
8.

The Frontier

Question answered on page 44

Log Cabin

1.



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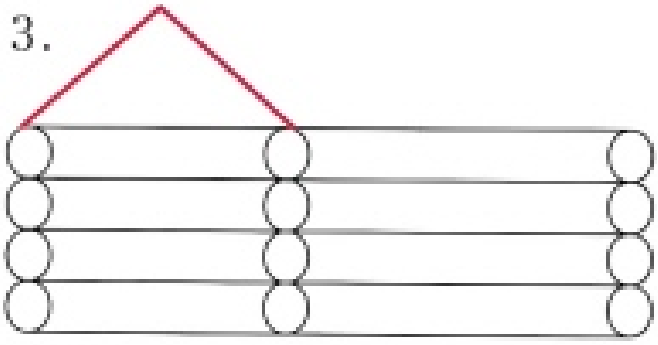

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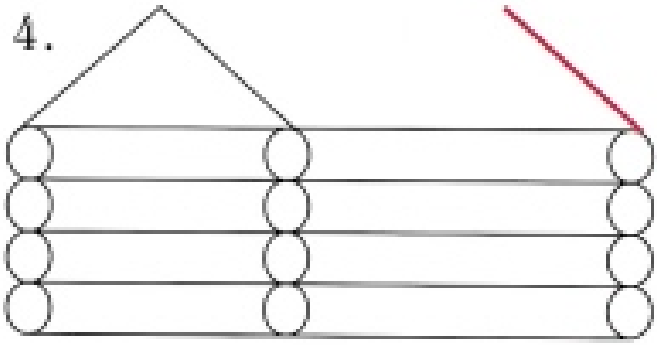

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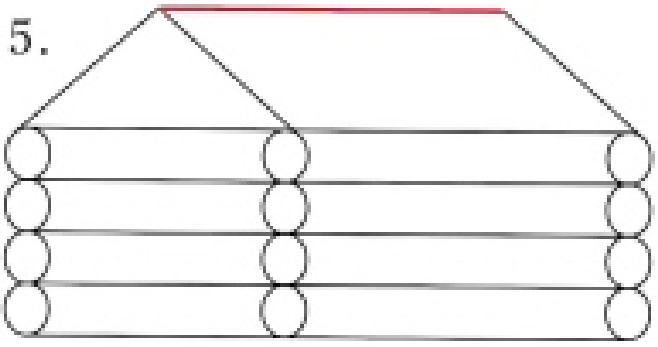

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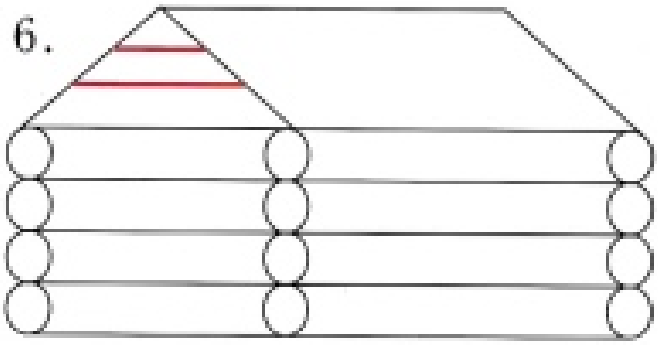

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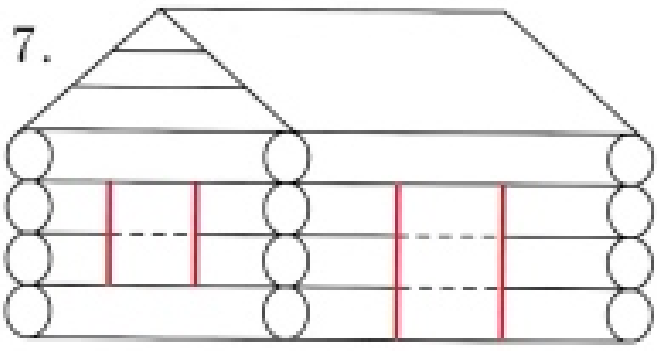

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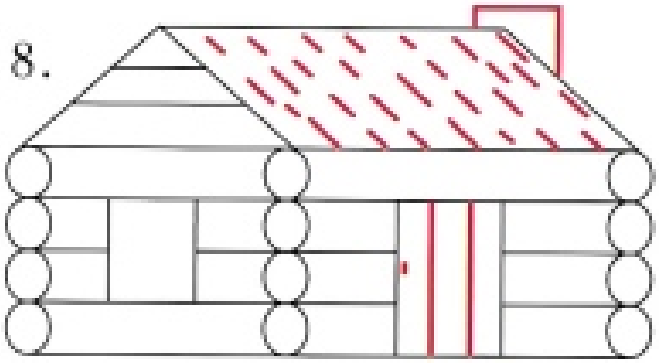
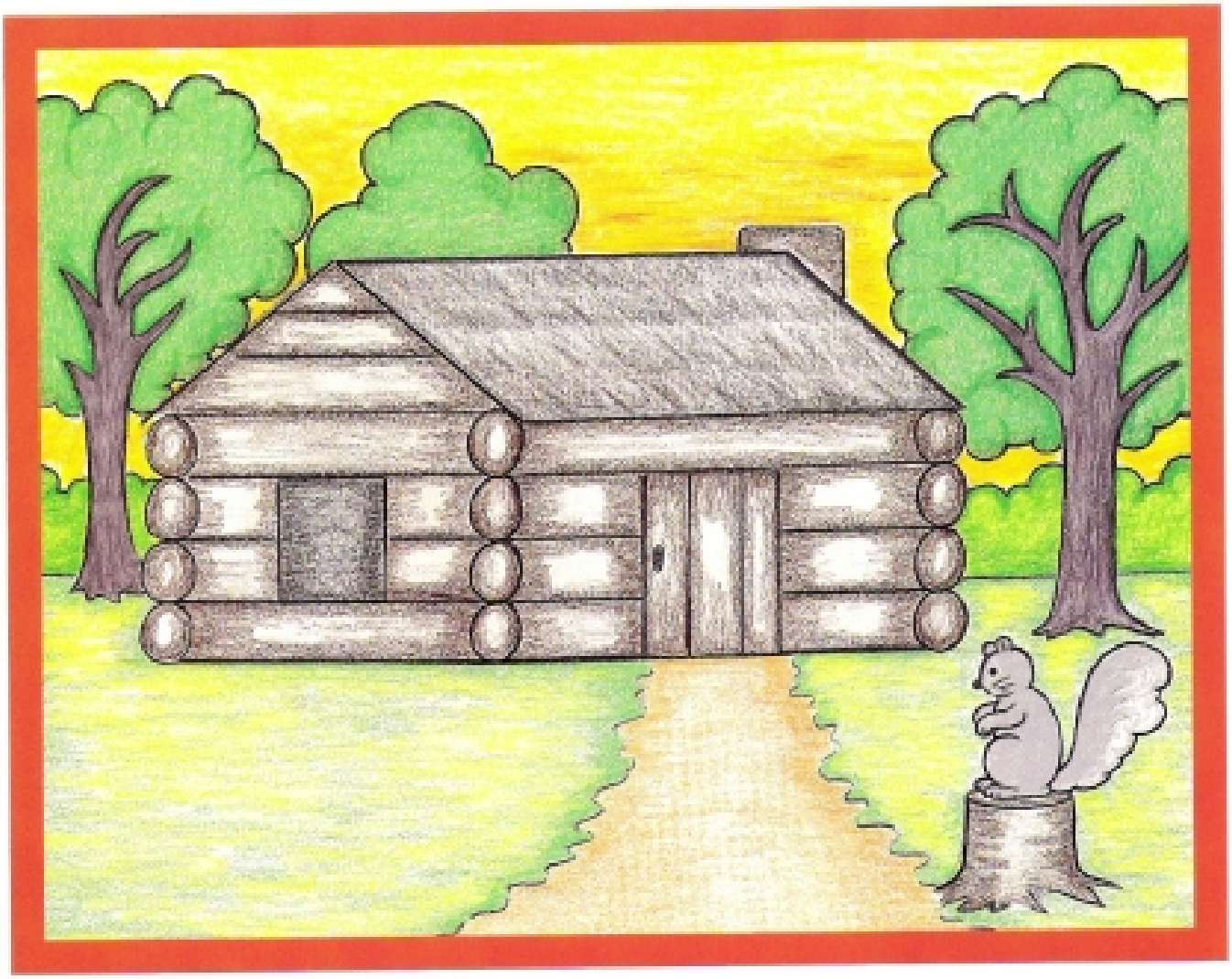
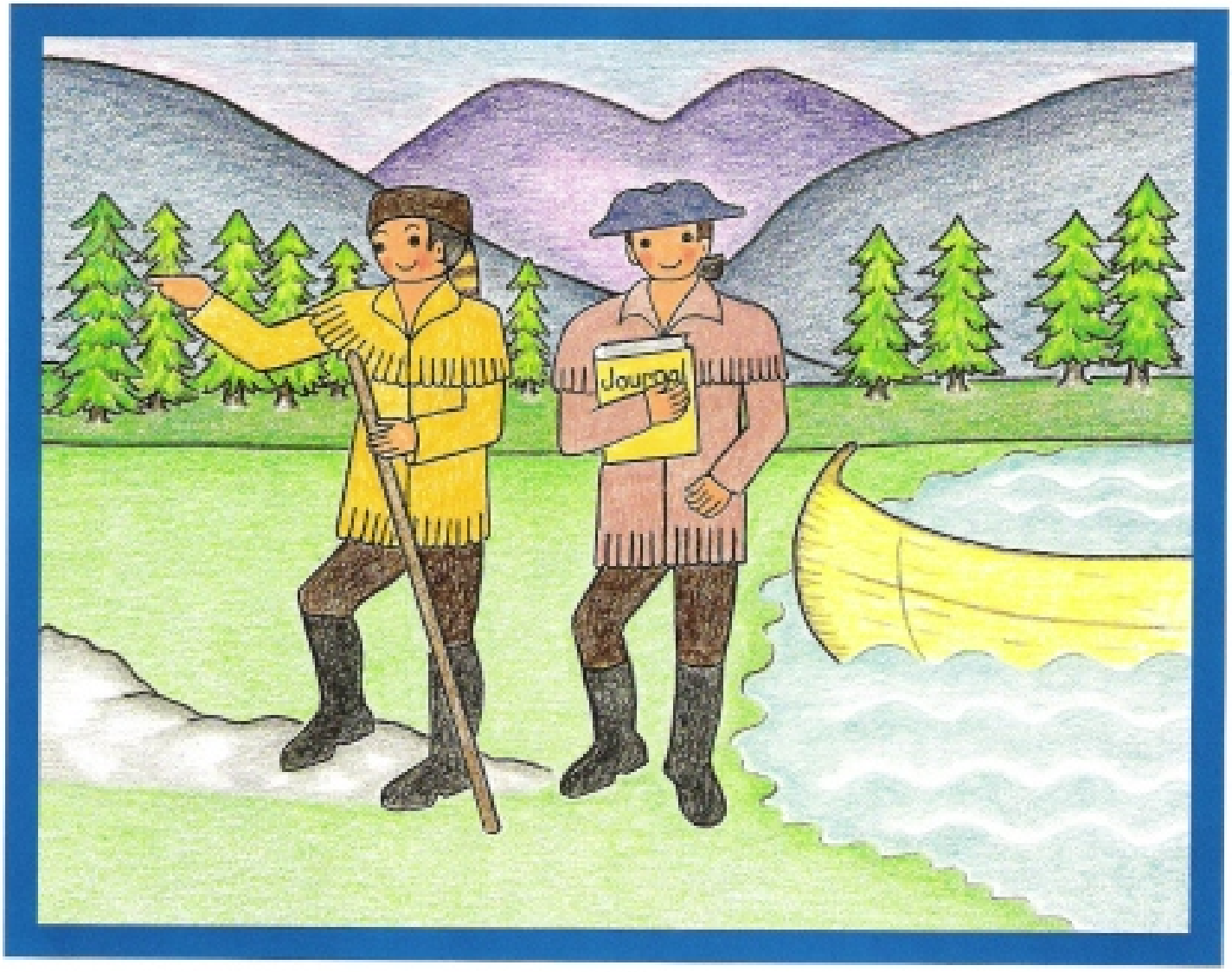




1783

The U.S. gained British land.
It stretched to the Mississippi.
Many people moved west.
They settled the new land.

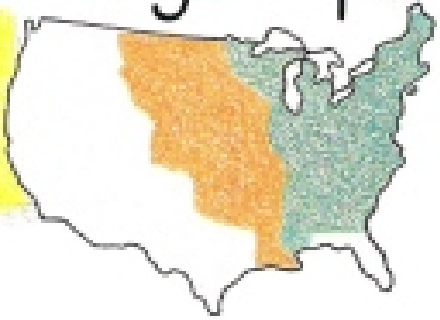
Why did people want to move west?



1803

France sold land to the U.S.
Little was known about the land.
A group was sent to explore it.
Lewis and Clark led the group.

What did Lewis and Clark hope to find in the new land?



Louisiana Territory

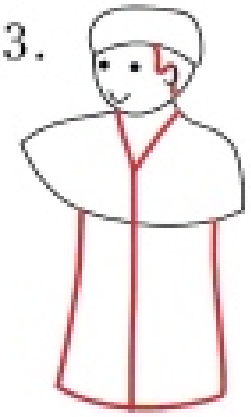
Question answered on page 44

Lewis

1.

2.

3.



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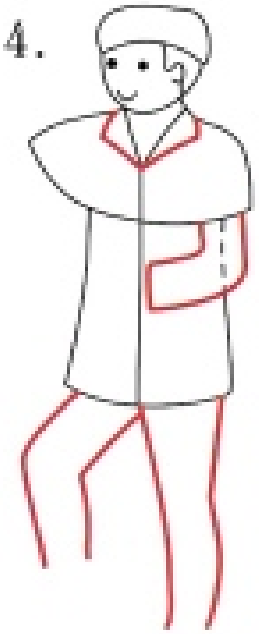
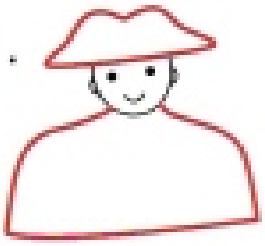


5.

Clark

1.

2.



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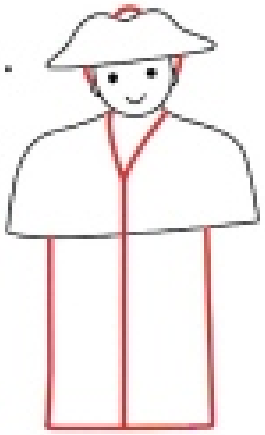

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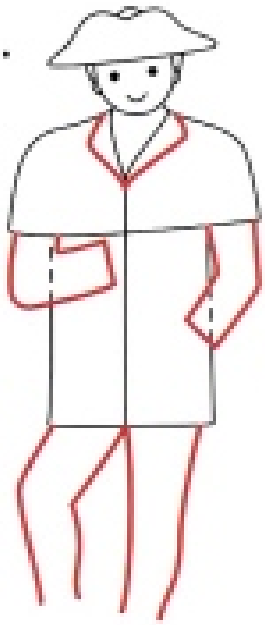

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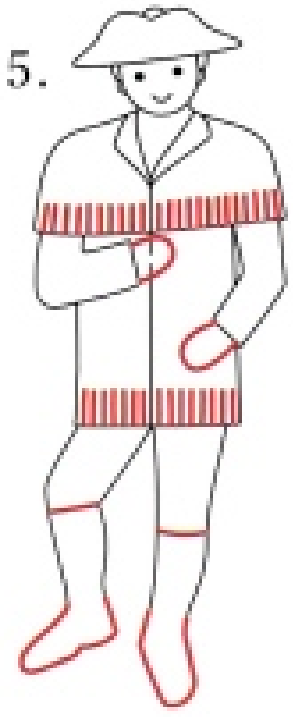
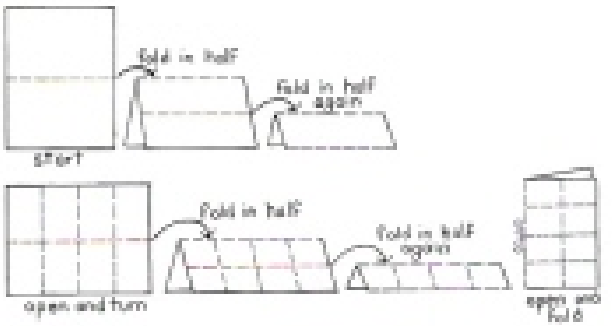


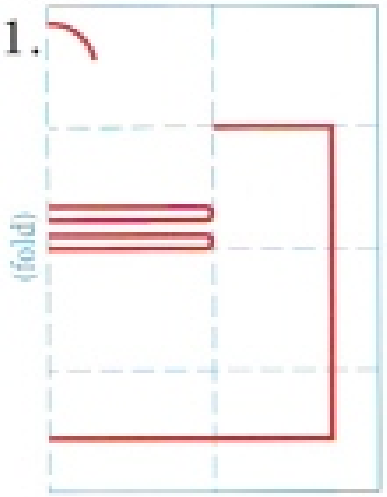
Texas

Question answered on page 44
Teaching Tip on page 64



The Alamo

1.



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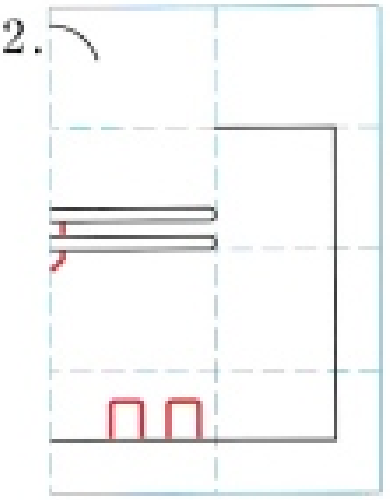

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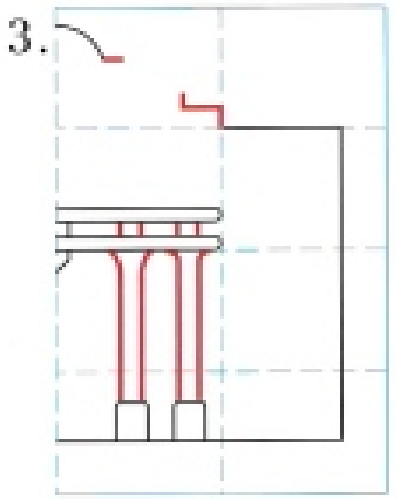

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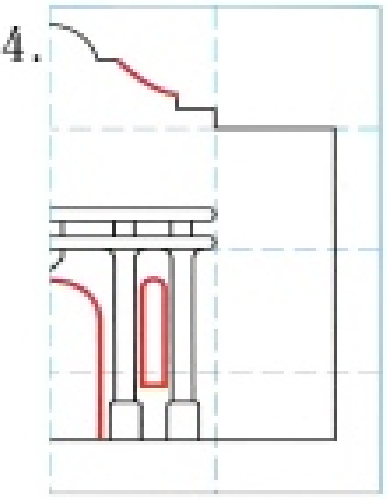

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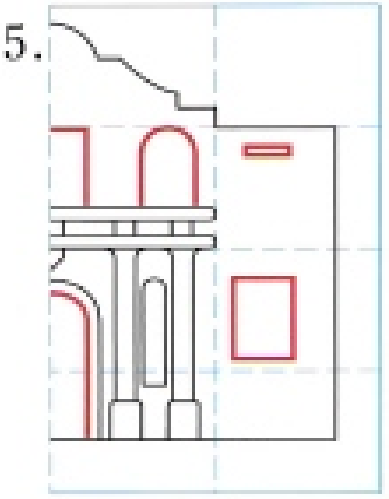

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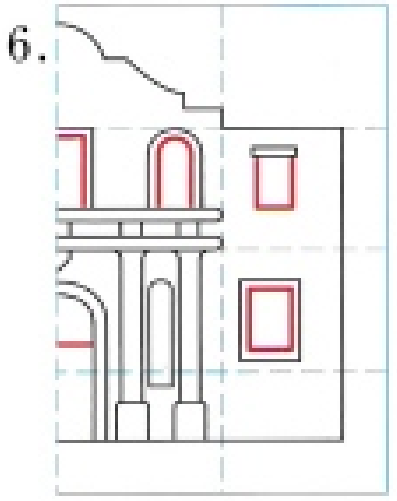

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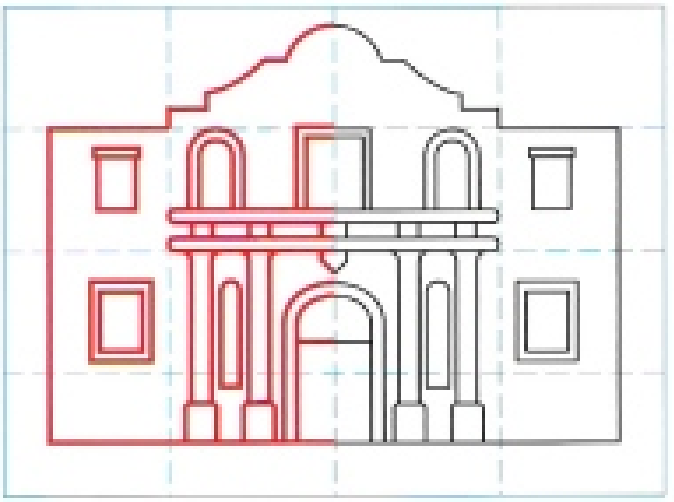
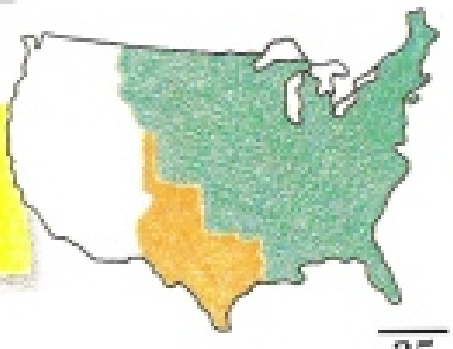
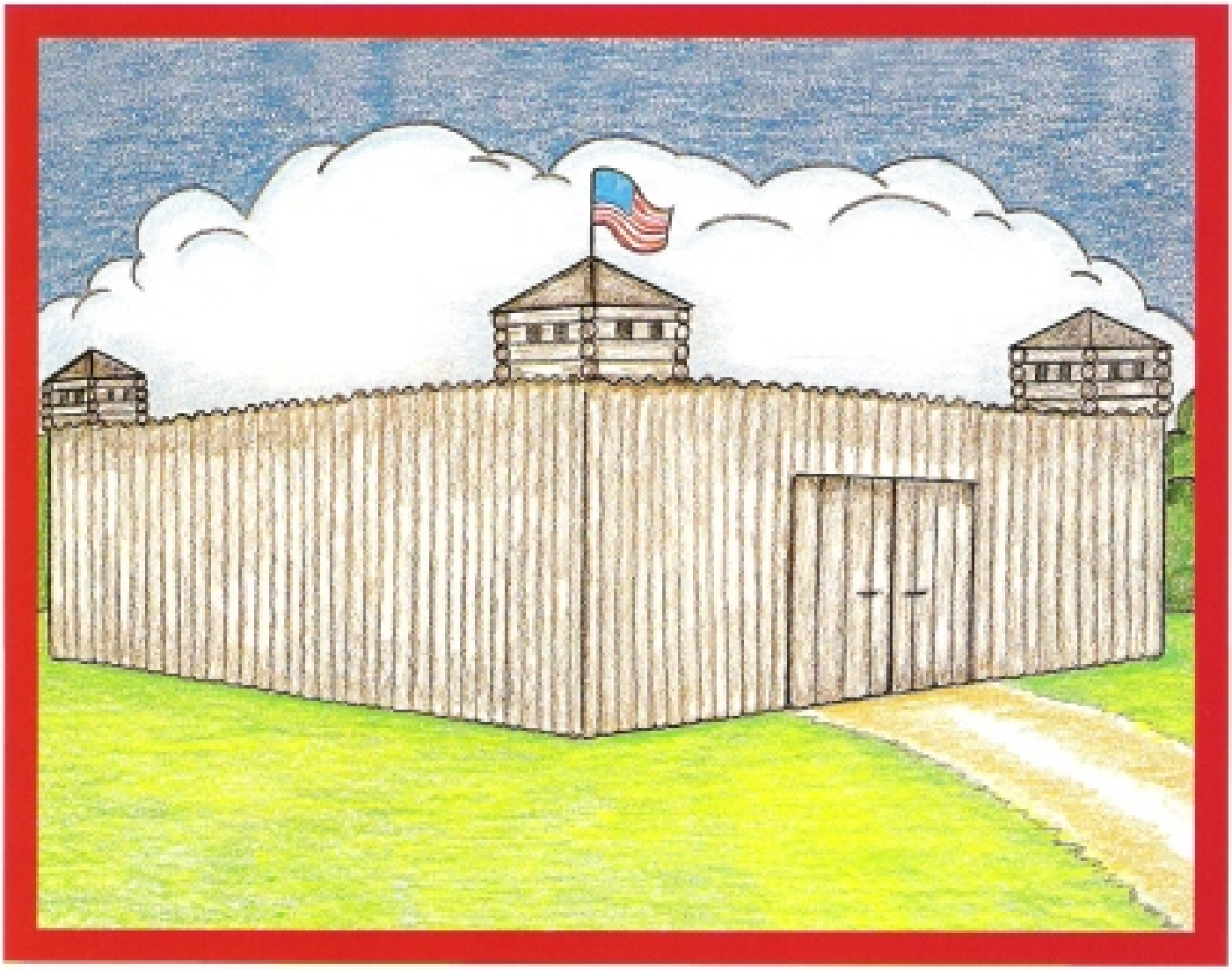


1845

People moved to Texas.
Texas was part of Mexico.
Texans fought for freedom.
Texas joined the U.S.

What lured Americans to Texas?

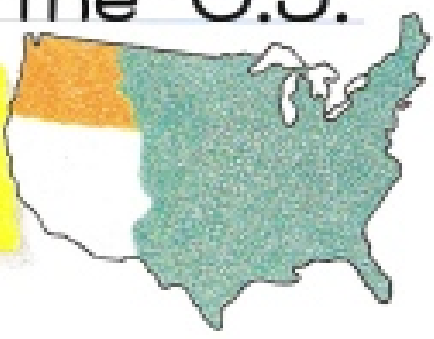




1846

People moved farther west.
Forts were built along the trail.
Britain owned part of the land.
They divided it with the U.S.

How long was the Oregon Trail?

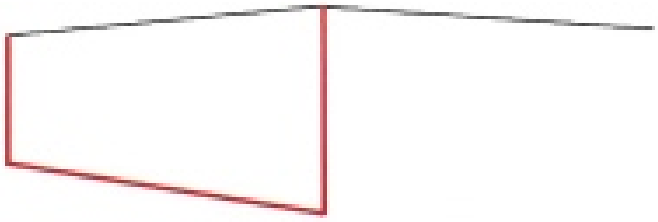


Question answered on page 44

Fort on the Oregon Trail

1.

2.



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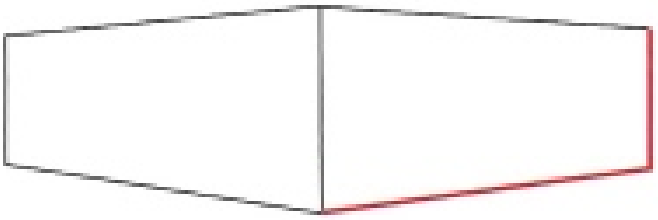

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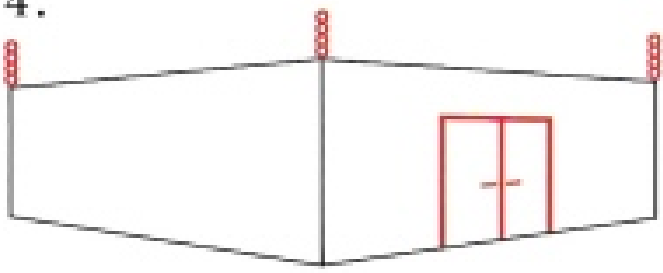

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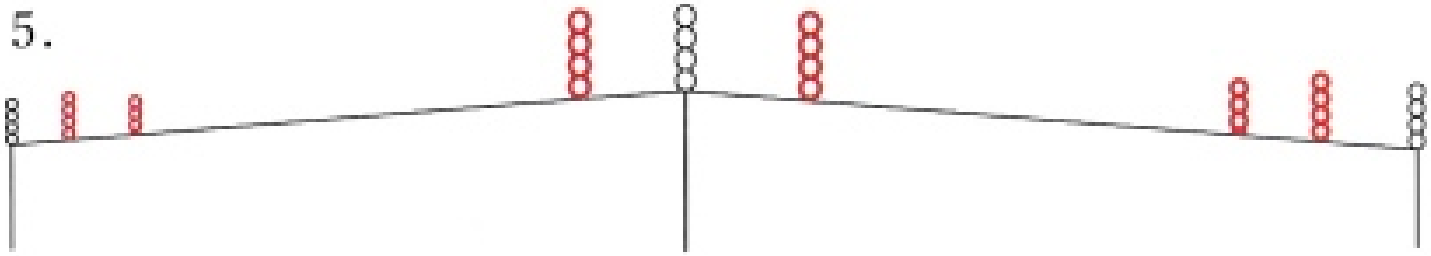

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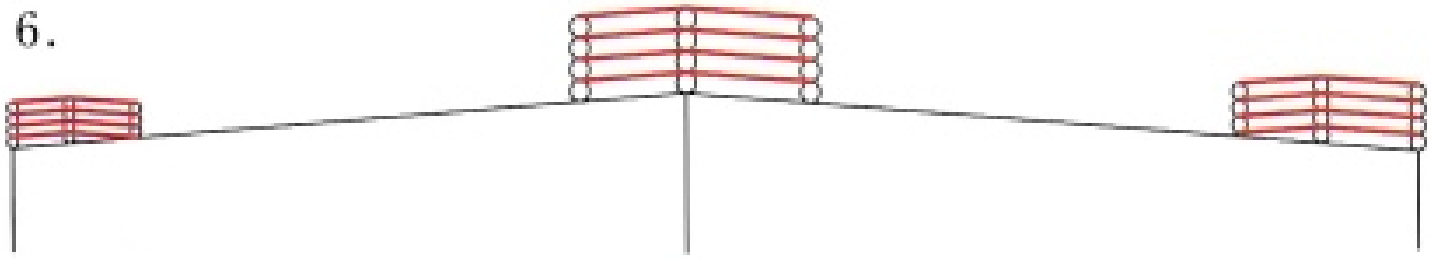

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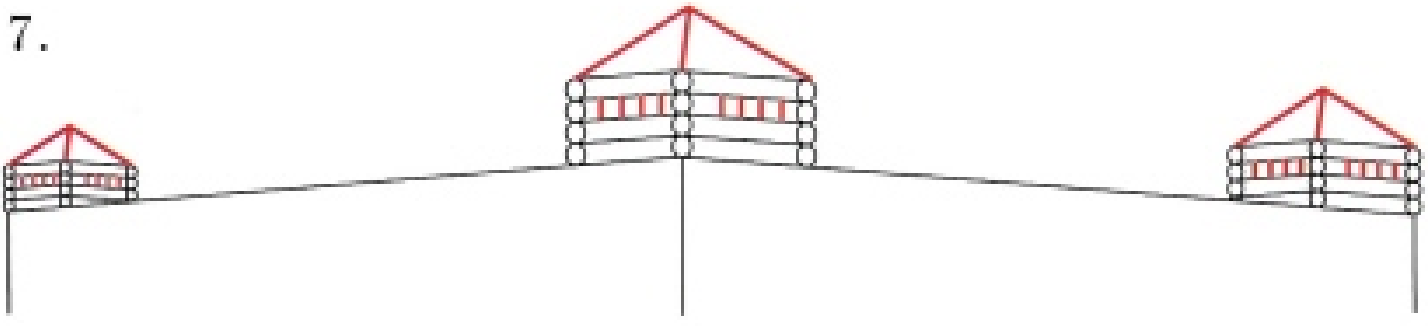
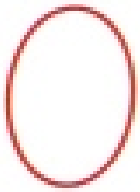


The Southwest

Question answered on page 44

Mining in California

1.



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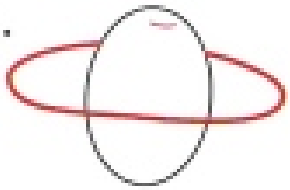
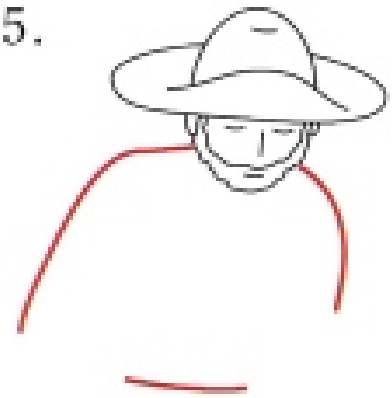


3.

4.

5.



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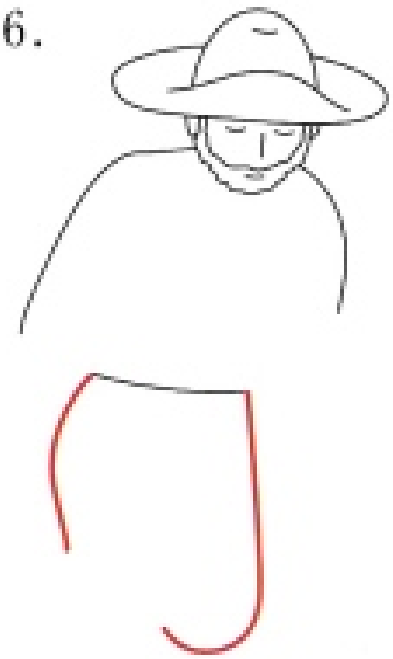

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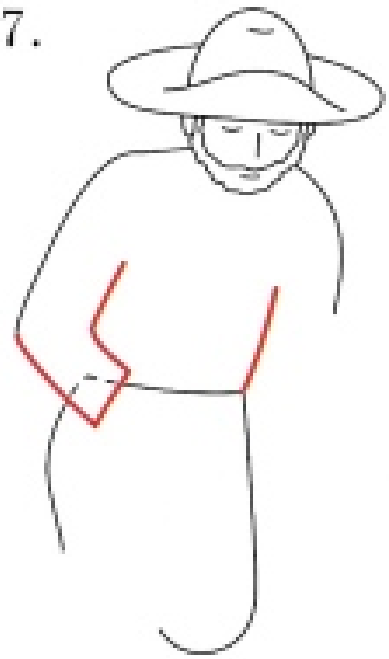


8.

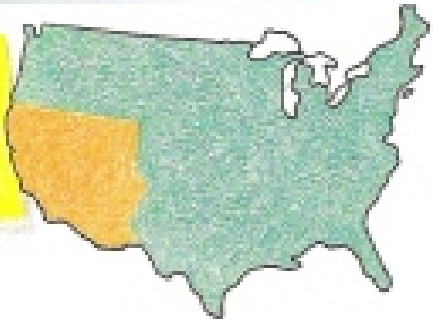
9.

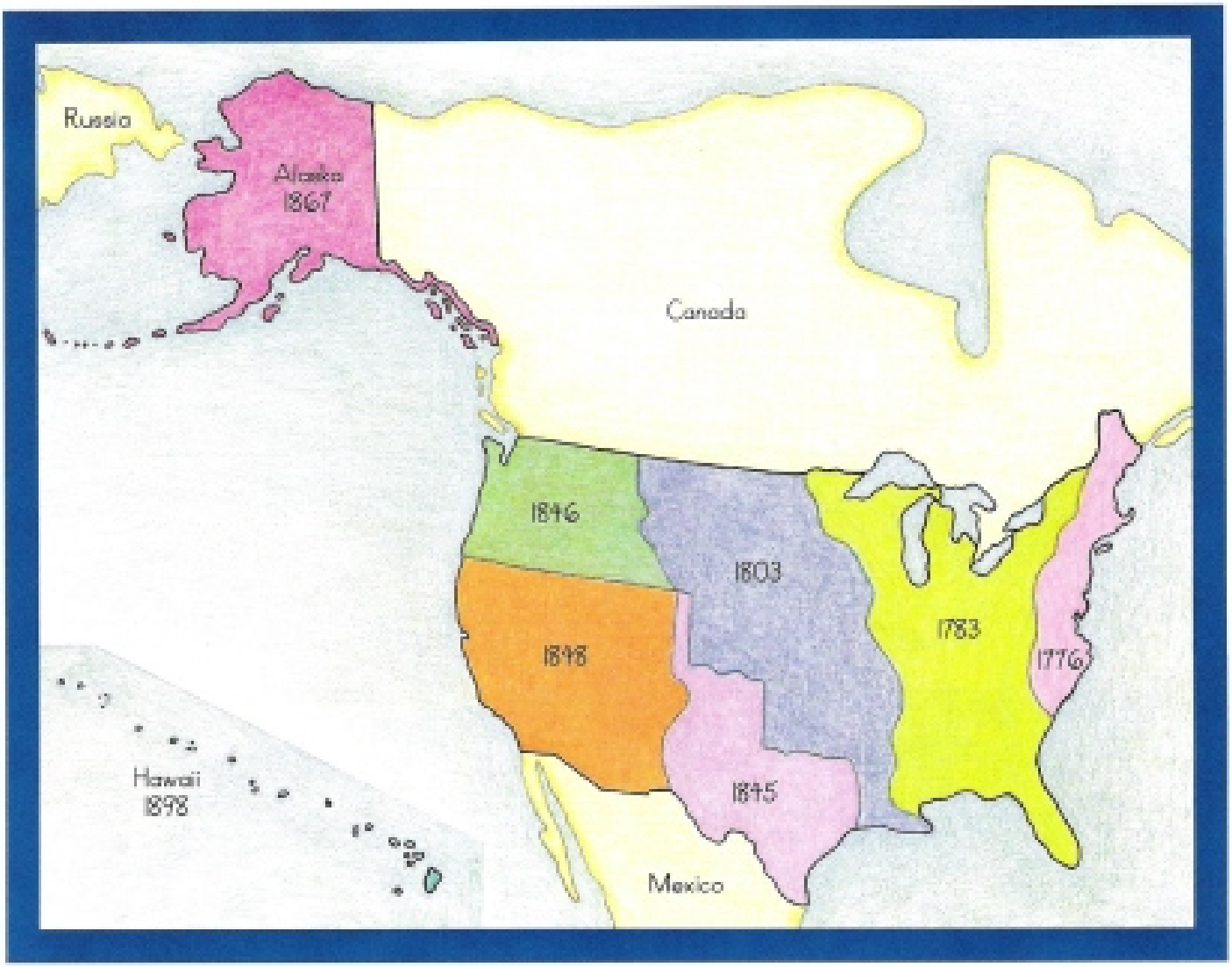
10.

1848

People moved to the Southwest.
It became part of the U.S.
Gold was found in California.
More people rushed west.

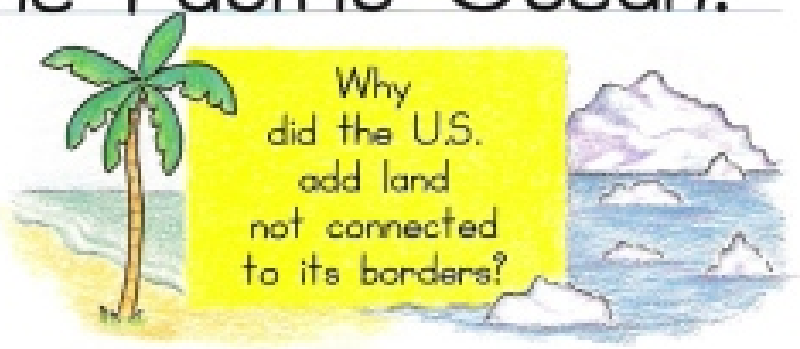
What was a '49er?

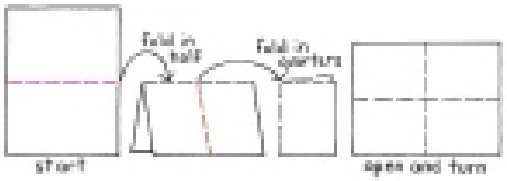




1867 and 1898

Russia sold Alaska to the U.S.
Alaska is north of Canada.
Hawaii joined the U.S. in 1898.
Hawaii is in the Pacific Ocean.





The U.S.A.

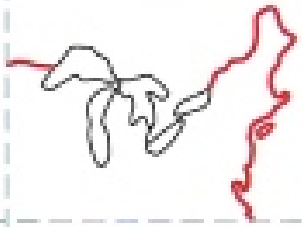
Teaching Tip on page 64
Question answered on page 44

The Lower 48 States

1.

2.

3.



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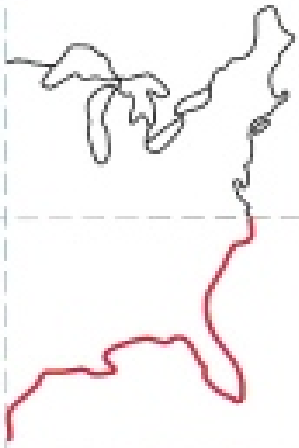

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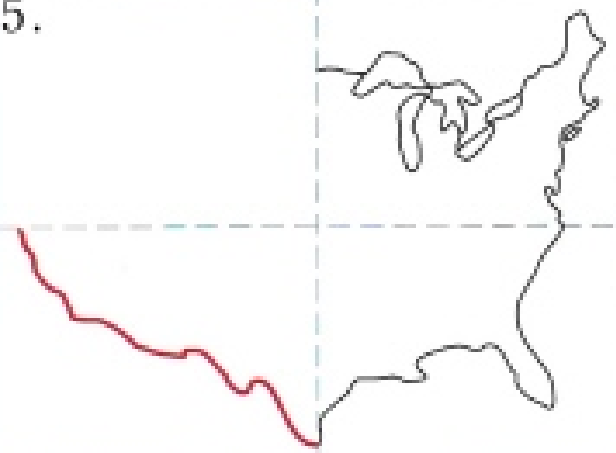

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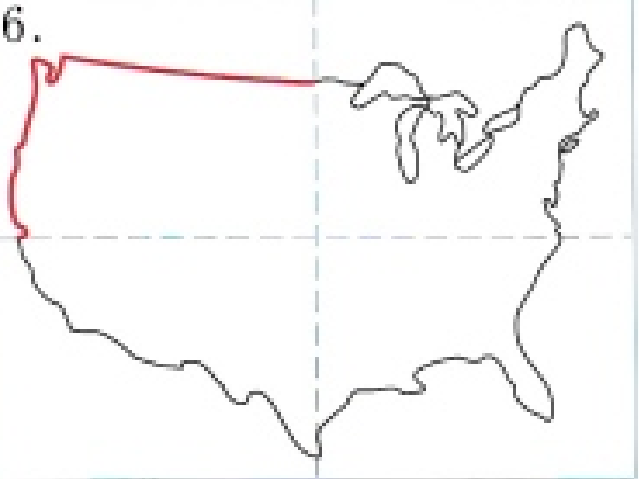
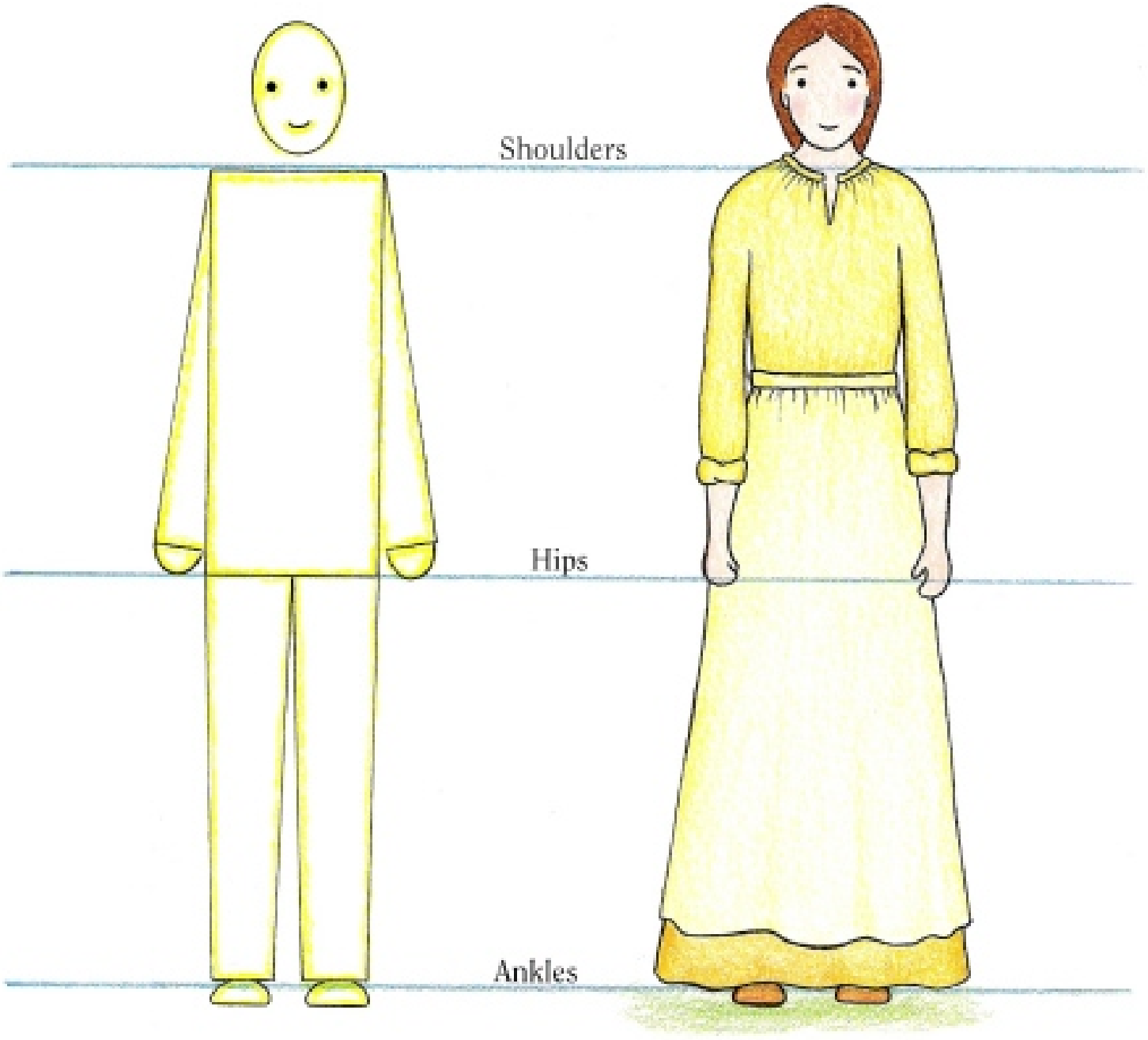


Do you see the simple shapes used to draw these people?

Figure made from simple shapes.

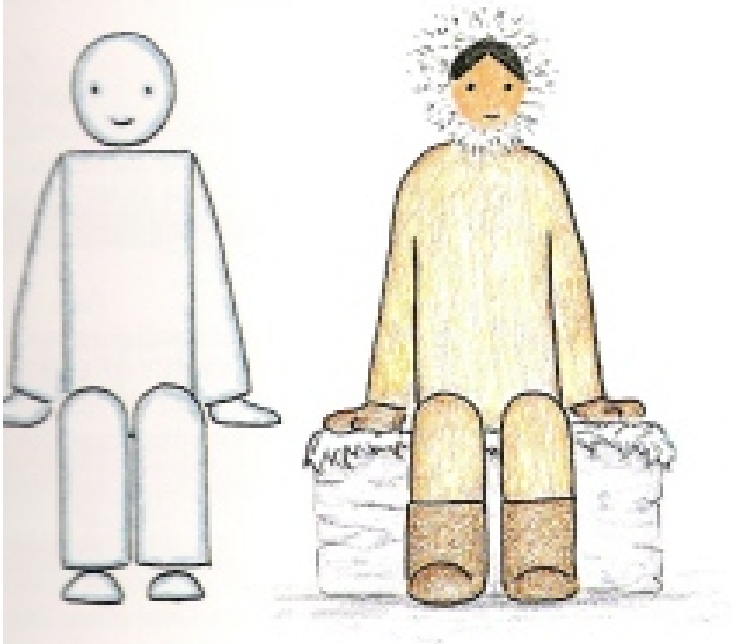
Figure made from simple shapes with details added.



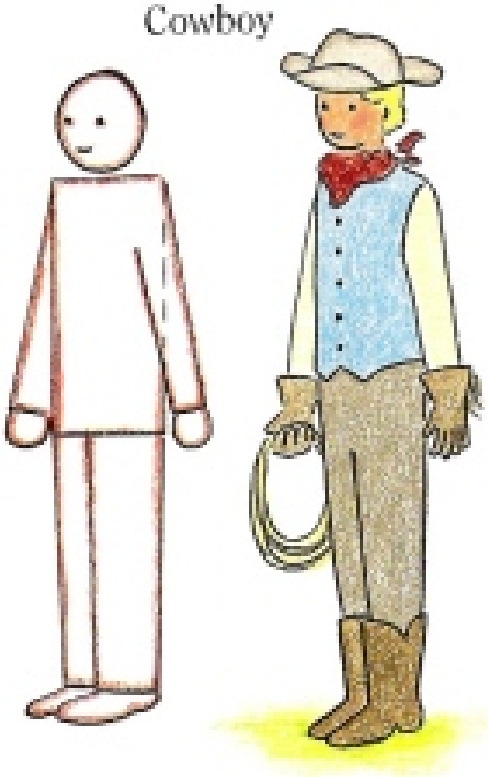
The distance between the shoulders, hips and ankles is equally spaced.

aw some of the early residents of the United States...

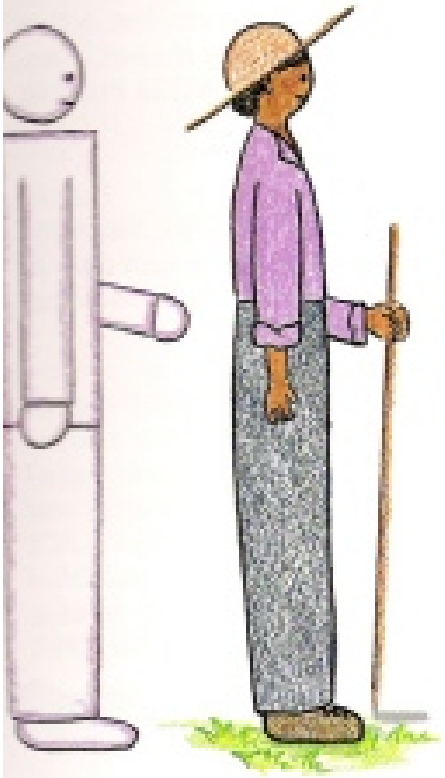
Eskimo



Cowboy



Farmer



Colonial Apprentice

Learn more about the U.S. from sea to sea...

DID ALL PEOPLE LIVE ON LARGE FARMS? Page 28

No! The northern states built towns and cities that supported industry and small farms. Travel back in time as Benjamin Franklin thoughtfully tells a story set in Boston in THE HATMAKER'S SIGN *by Candace Fleming, illustrated by Robert Andrew Parker, published by Orchard, 1998. Visit a northern farm with* DEAR BENJAMIN BANNEKER *by Andrea Davis Pinkney, illustrated by Brian Pinkney, published by Harcourt Brace, 1994. The southern states had large, self-sustaining farms, but few cities. See* GEORGE WASHINGTON'S COWS *written and illustrated by David Small, published by Farrar Straus & Giroux, 1994.*

WHY DID PEOPLE WANT TO MOVE WEST? Page 31

Cheap land! The U.S. encouraged people to settle the frontier by setting low prices on land. Meet a family who met the challenge in AURORA MEANS DAWN *by Scott Russell Sanders, illustrated by Jill Kastner, published by Simon & Schuster, 1989. Understand the difficulties of frontier life with* WARM AS WOOL *by Scott Russell Sanders, illustrated by Helen Cogancherry, published by Simon & Schuster, 1992.*

WHAT DID LEWIS AND CLARK HOPE TO FIND IN THE NEW LAND? Page 32

The Lewis and Clark Expedition hoped to map a waterway suitable for travel between the newly purchased land and the Pacific Ocean. Learn details of the two-year trip in THE INCREDIBLE JOURNEY OF LEWIS AND CLARK *by Rhoda Blumberg, published by Lothrop, Lee & Shepard, 1987. Hear about the journey from Clark's slave, a member of the expedition, in* MY NAME IS YORK *written by Elizabeth Van Steenwyk, illustrated by Bill Farnsworth, published by Northland, 1997.*

WHAT LURED AMERICANS TO TEXAS? Page 35

Many Americans wanted to be landowners. Mexico, unable to convince enough of its citizens to move into faraway Texas, offered free land to Americans willing to become Mexican citizens. Once there, the new citizens found the Mexican government to be too restrictive. Eventually, fighting broke out. Learn the history of Texas with TEXAS TRADITIONS *by Robyn Montana Turner, published by Little, Brown & Co., 1996. Where did the first cowboys live? Texas! Learn cowboy history with* COWBOYS *by Marie and Douglas Gorsline, published by Random House, 1978.*

HOW LONG WAS THE OREGON TRAIL? Page 36

The Oregon Trail began in St. Louis and ended in Oregon City, Oregon. Oregon territory offered the promise of a new beginning in an abundant, prosperous land. Read the journals of three children as they move west in MISSISSIPPI MUD *by Ann Turner, illustrated by Robert Blake, published by HarperCollins, 1997. Forts provided a place along the trail to rest and replenish supplies. See* A FRONTIER FORT *by Scott Steedman, illustrated by Mark Gerin, published by Peter Bedrick Books, 1994.*

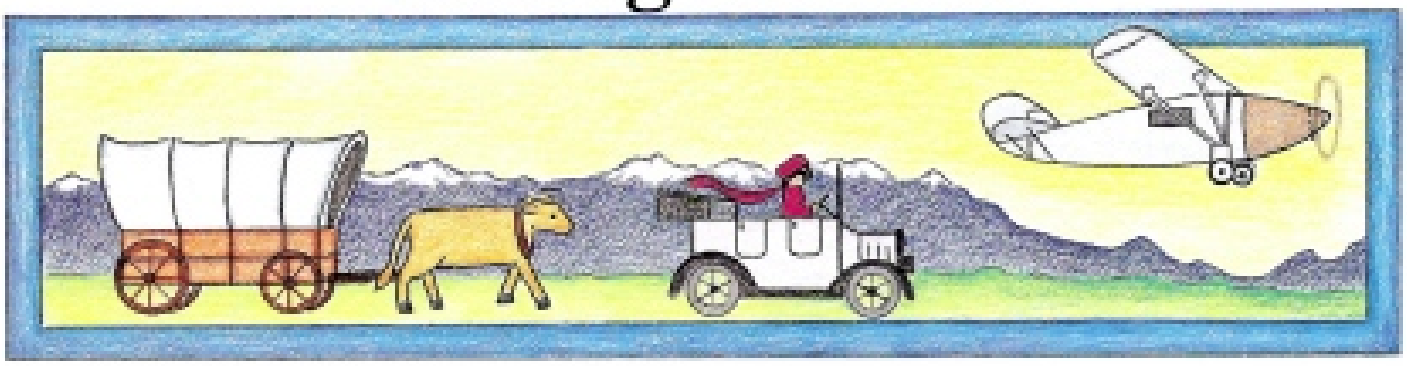
WHAT WAS A '49ER? Page 39

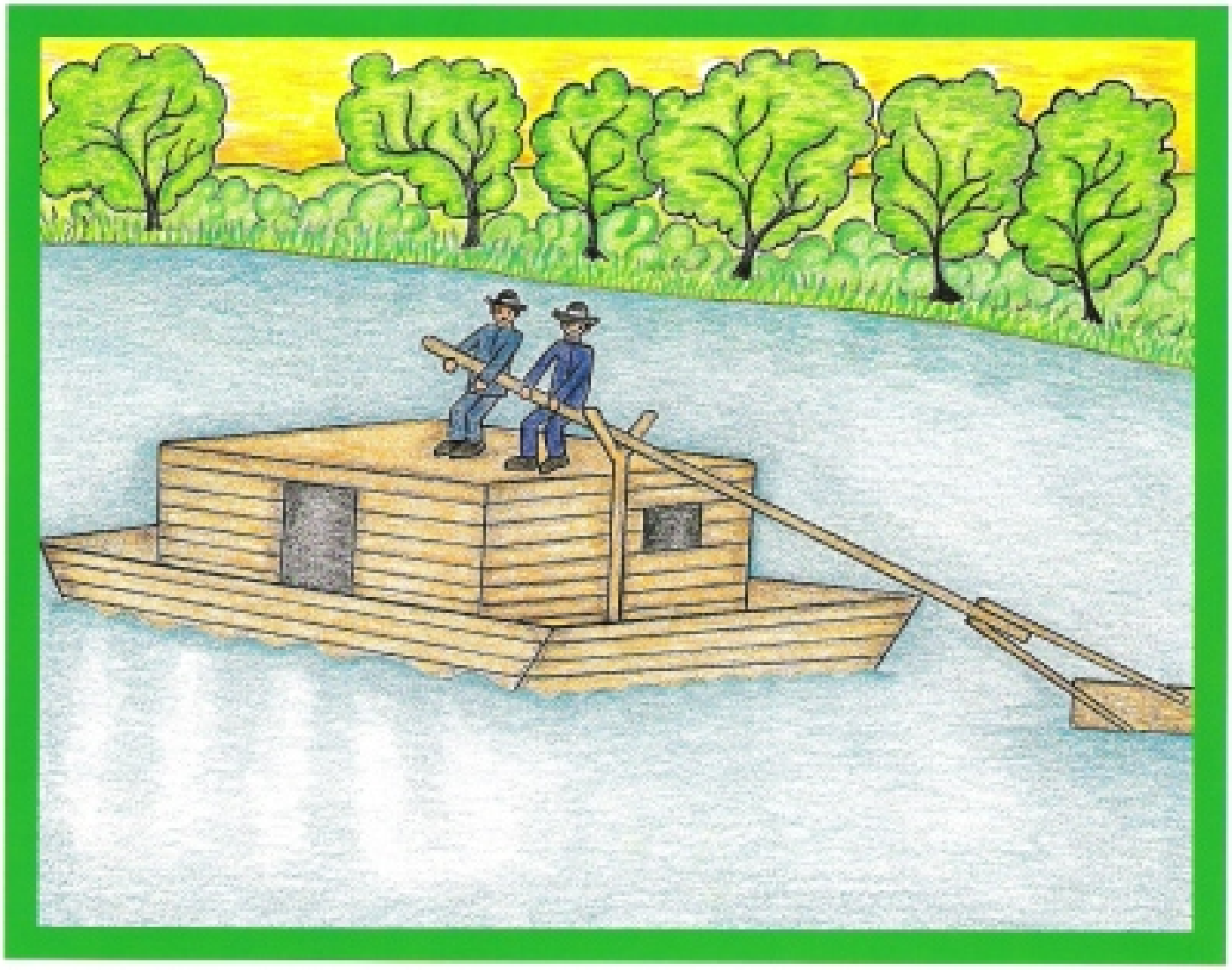
The nickname '49er was given to the people who rushed to the California gold fields in 1849. New towns sprung up, almost overnight, to serve the miners. Read about one such town in BOOM TOWN *by Sonia Levitin, illustrated by Cat Bowman Smith, published by Orchard, 1998.*

WHY DID THE U.S. ADD LAND NOT CONNECTED TO ITS BORDERS? Page 40

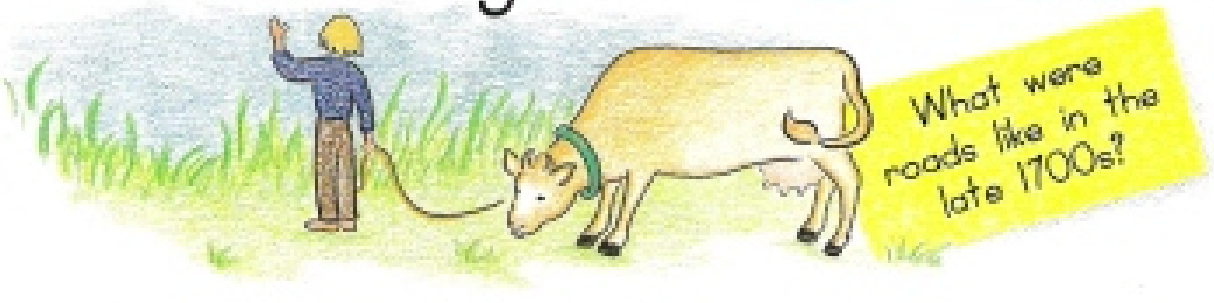
Congress bought Alaska because they wanted the nation to continue growing and Russia offered it for a low price. American businessmen pressured Hawaii to join the U.S. because they wanted to control its fertile farmlands, and appreciated its location in the center of the Pacific Ocean. See THIS PLACE IS COLD *by Vicki Cobb, illustrated by Barbara Lavallee, published by Walker, 1989 and* THE LAST PRINCESS *by Fay Stanley, illustrated by Diane Stanley, published by Macmillan, 1991.*

Moving Forward





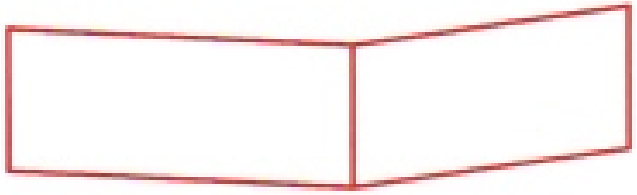
Long ago, America was different.
Cities were built near water.
People traveled in boats.
Boats carried goods and mail.



Question answered on page 62
Teaching tip on page 64

Flatboat on the Ohio River in 1795

1.



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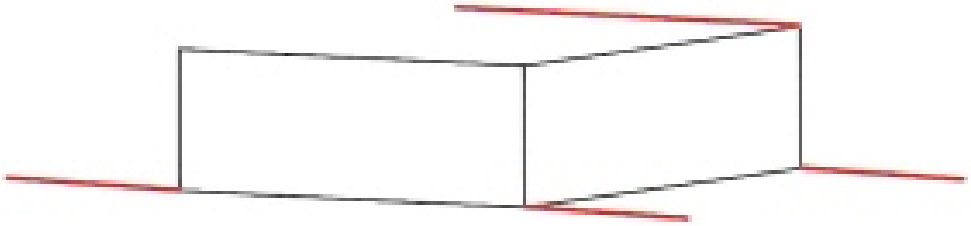

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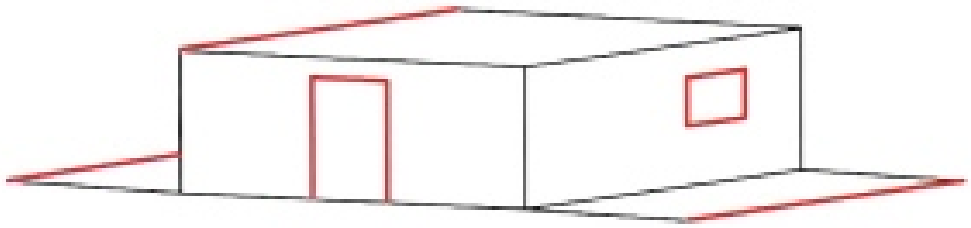

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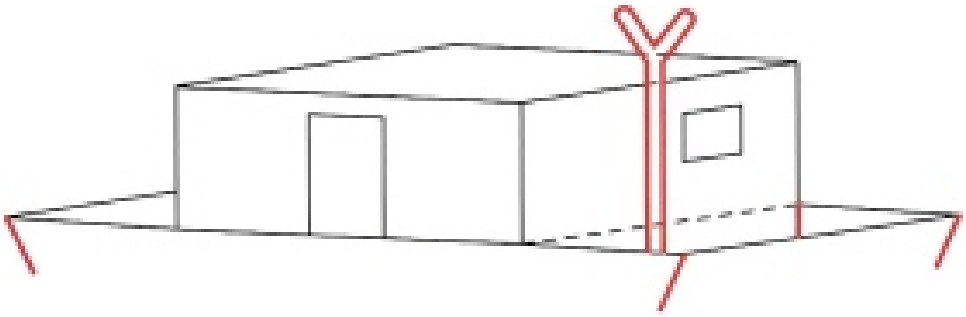

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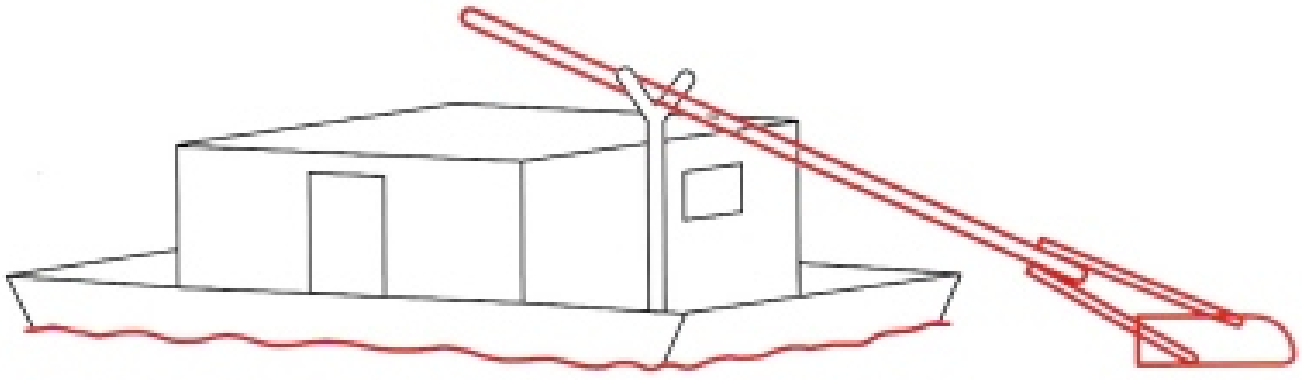
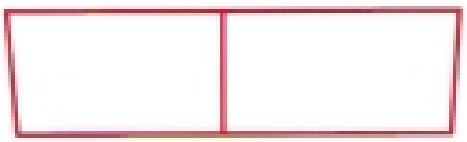


Trails

Question answered on page 44

Covered Wagon on the Oregon Trail in 1850

1.



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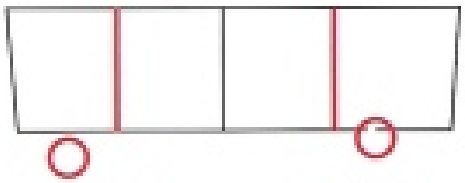

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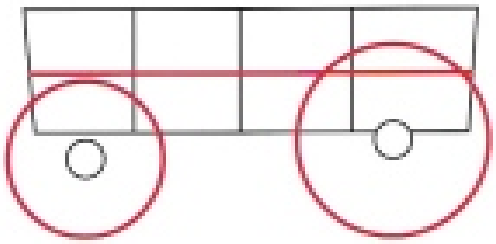

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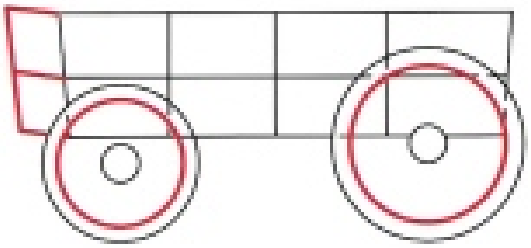

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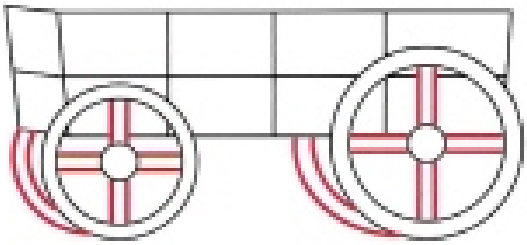

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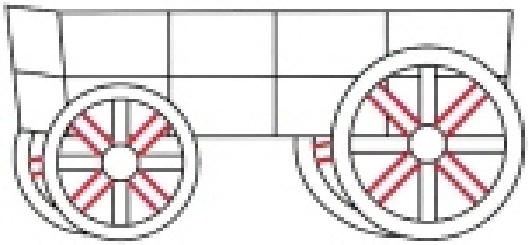

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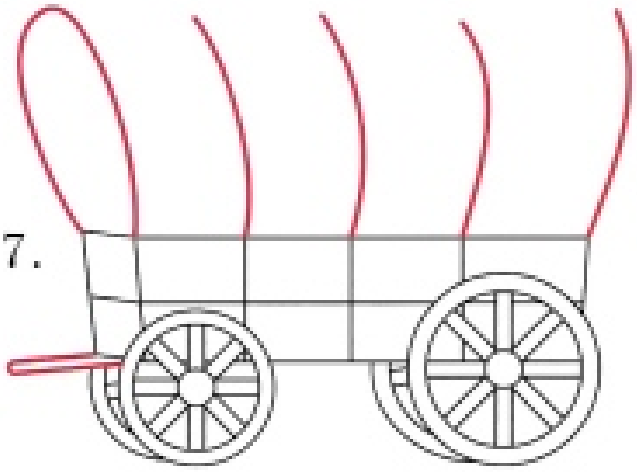

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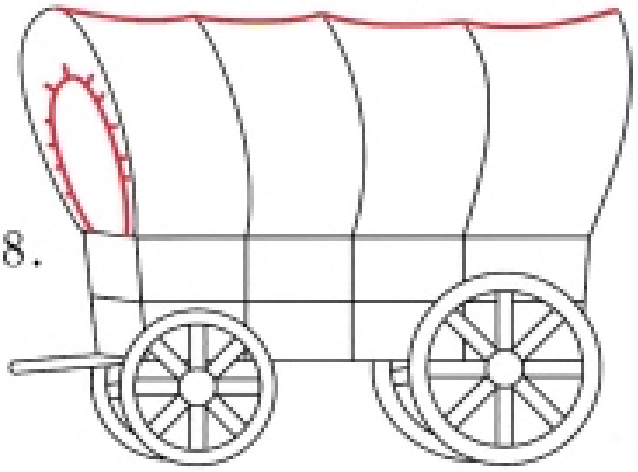

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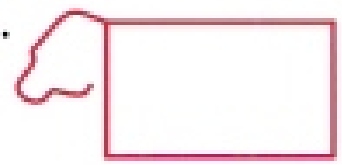

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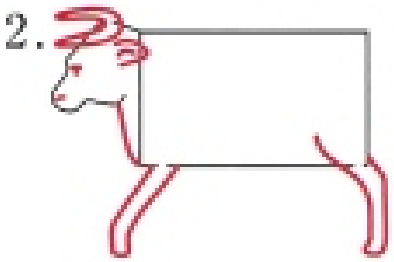
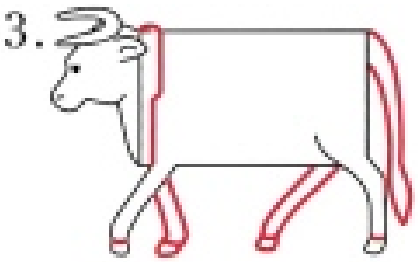
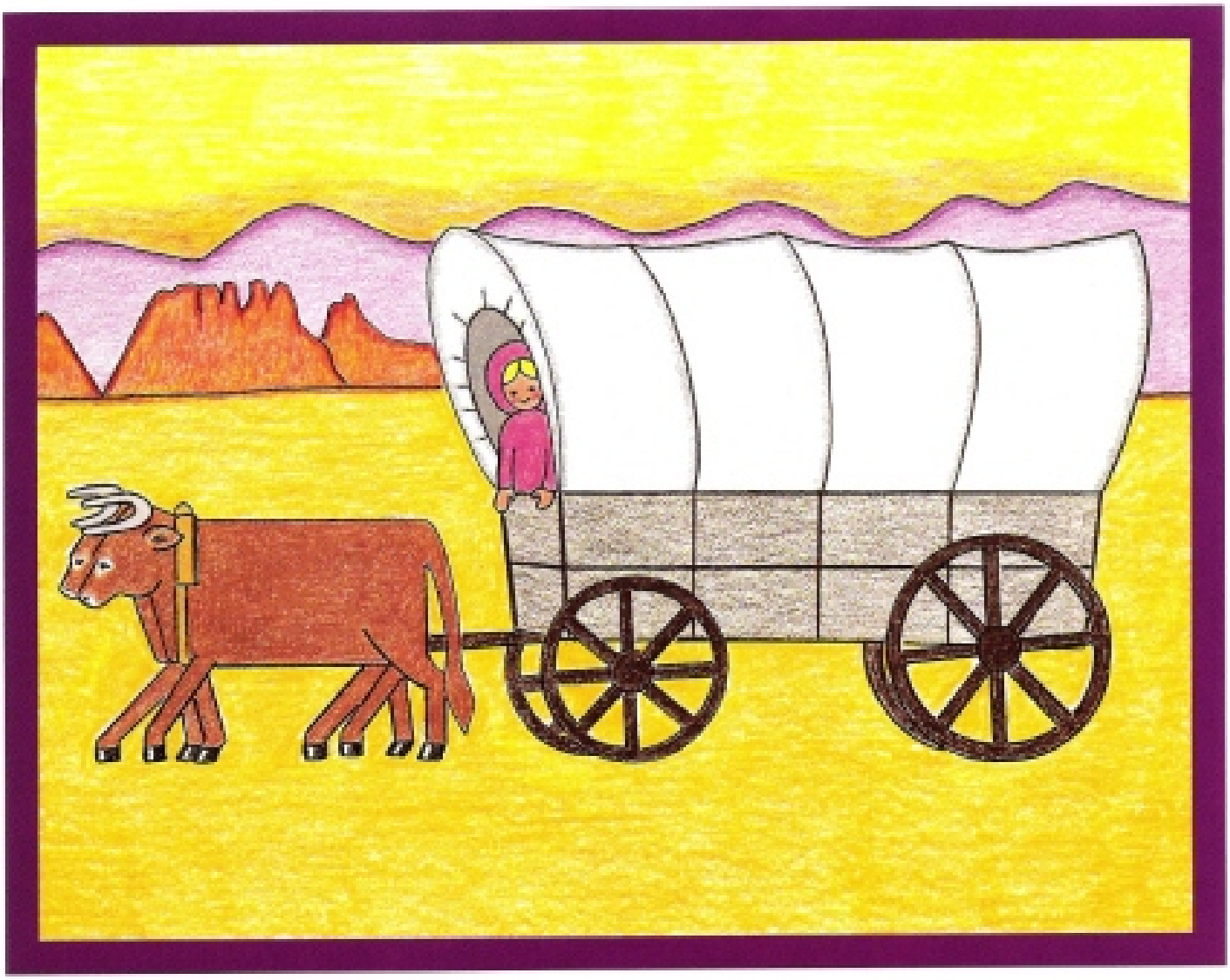


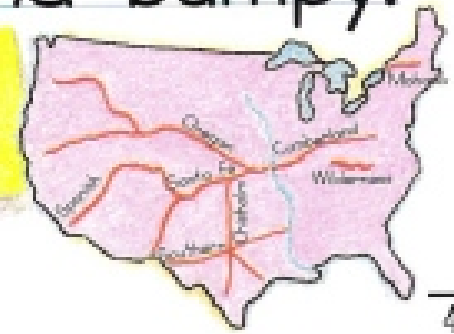
3.

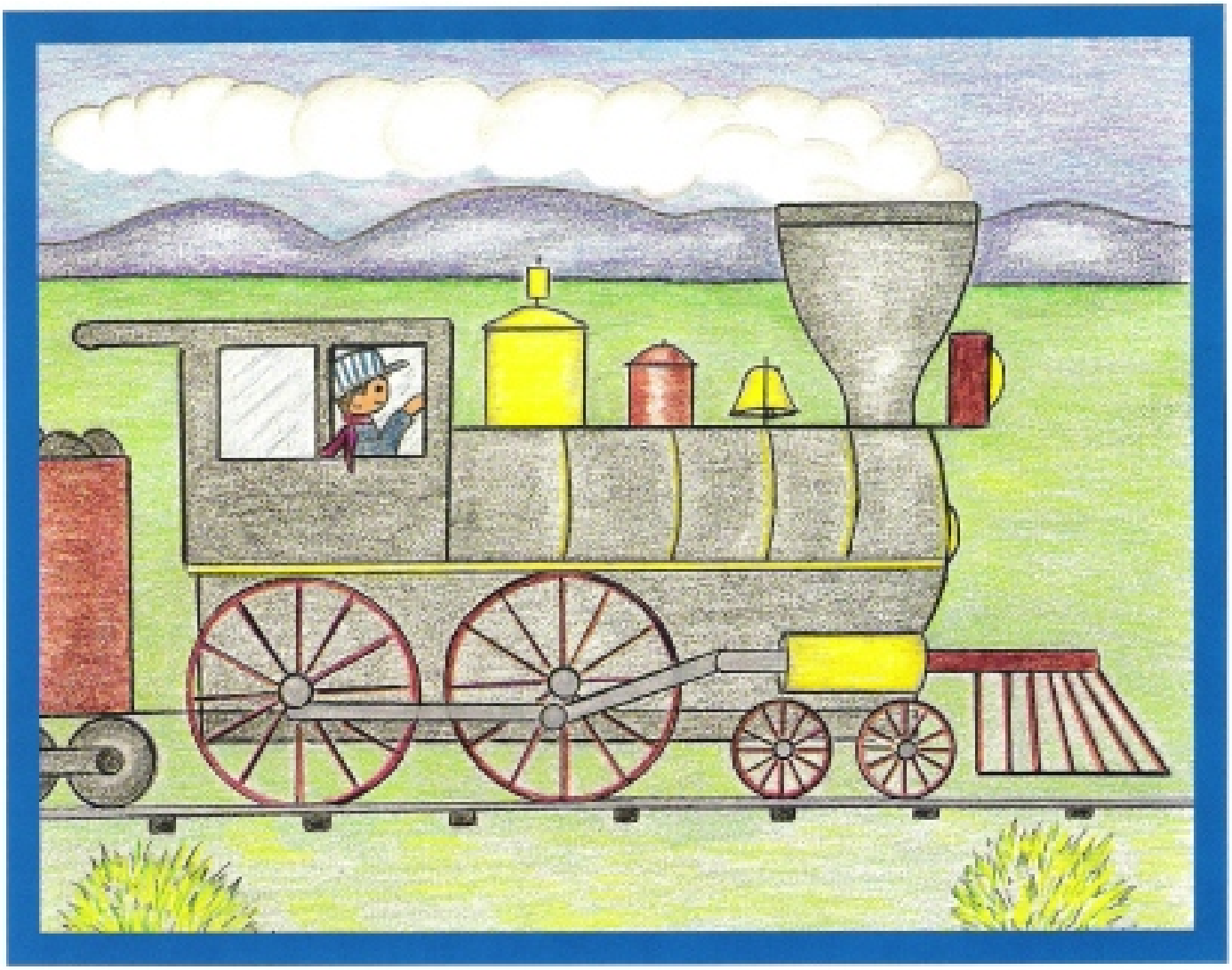




People traveled by land.
They often followed trails.
Many trails were old footpaths.
They were rough and bumpy.

Who made the footpaths that later became wagon trails?





Railroad tracks were laid.
Trains could pull heavy loads.
Railroads linked the country.
Towns grew along the tracks.

How did people send mail before railroads linked the country?

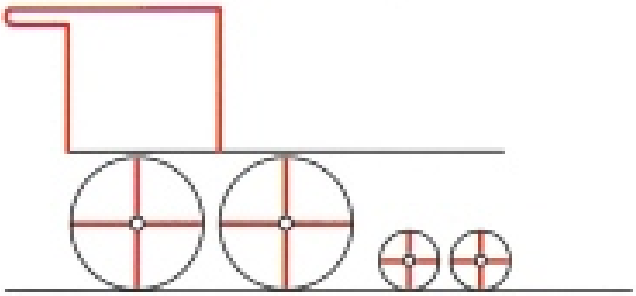
Railroads

Question answered on page 62

Steam Engine on the Transcontinental Railroad in 1869

1.

2.



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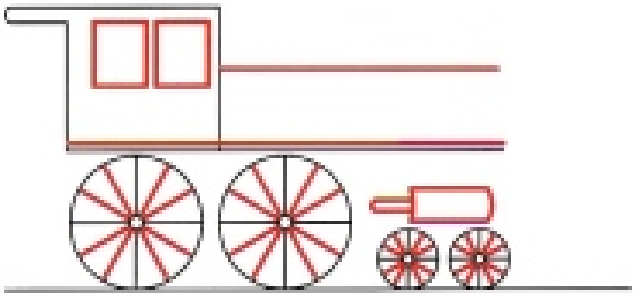

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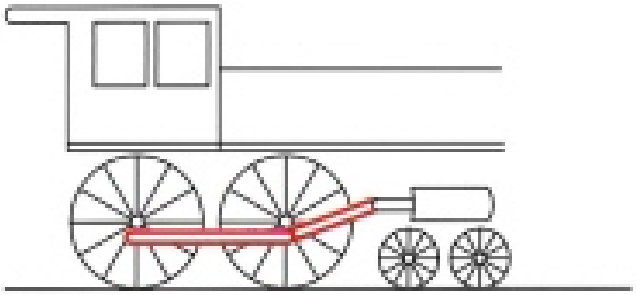

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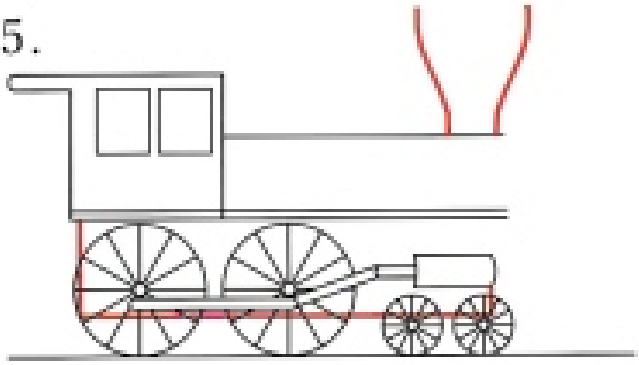

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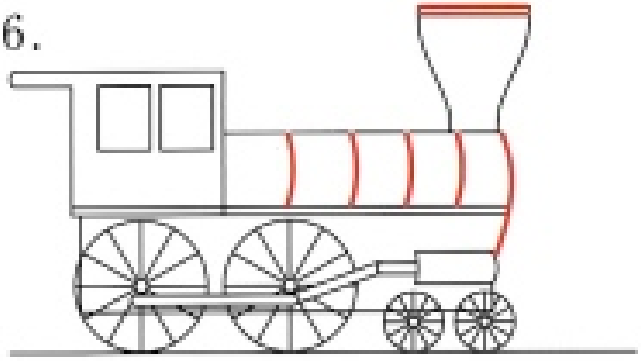

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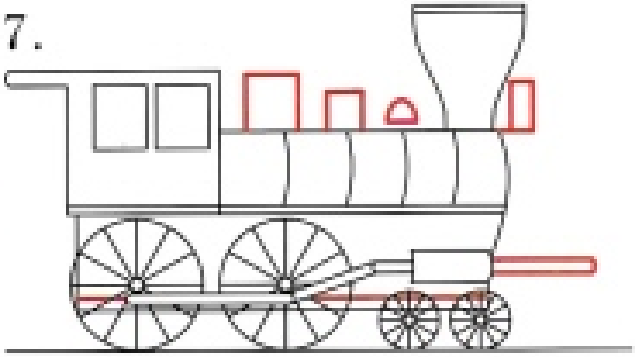

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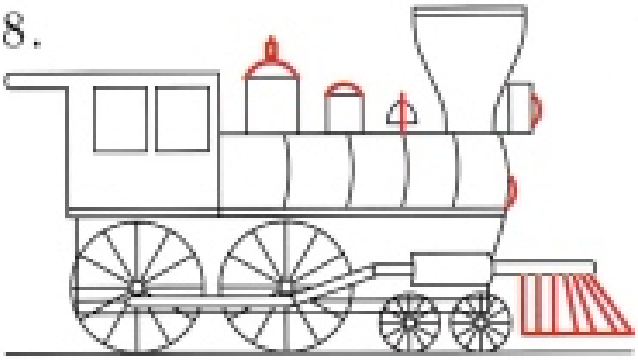


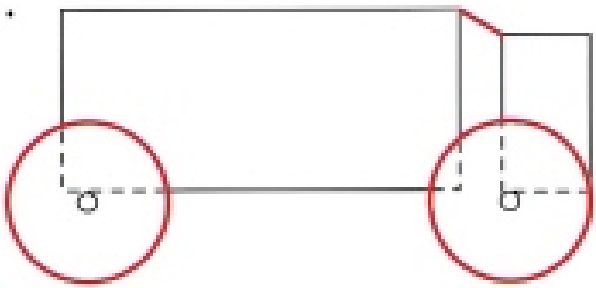
Roadways

Question answered on page 62

Henry Ford's Model T Car in 1908

1.

2.



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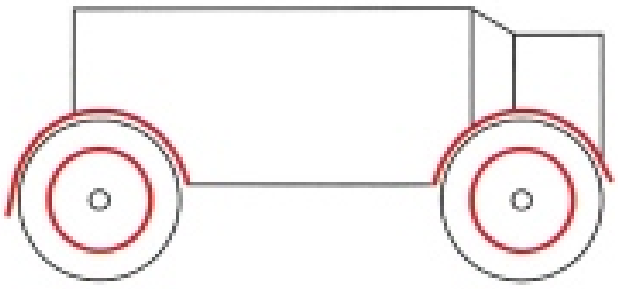

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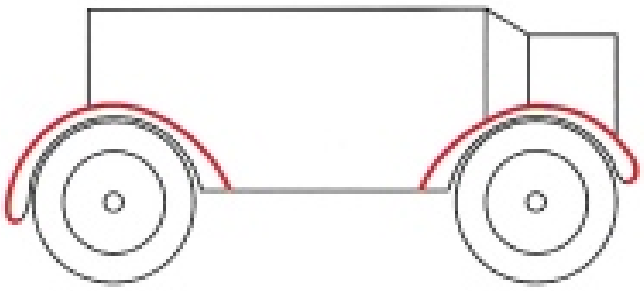

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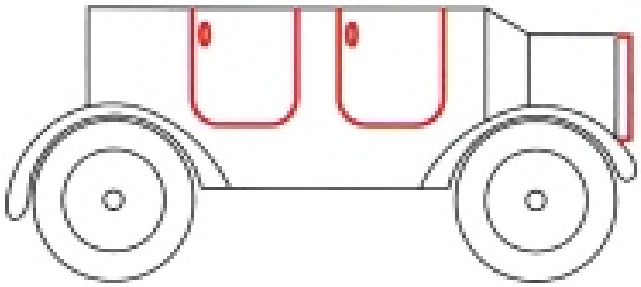

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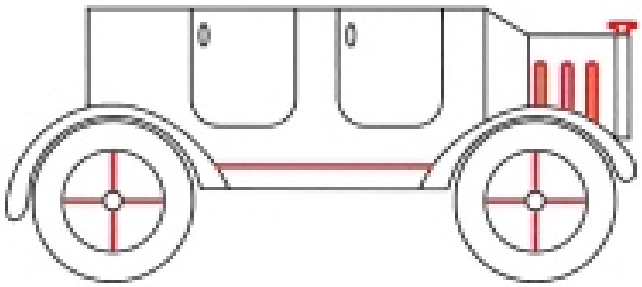

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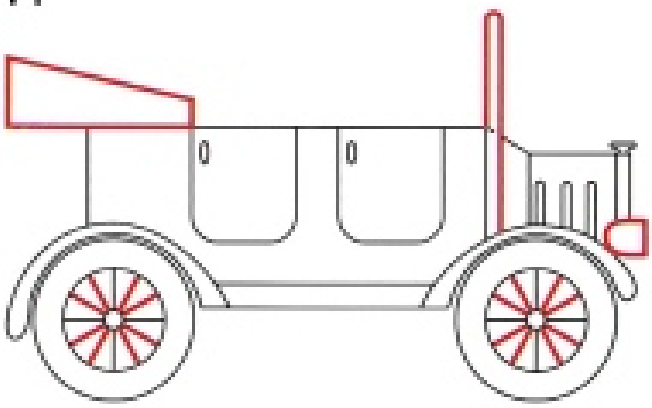

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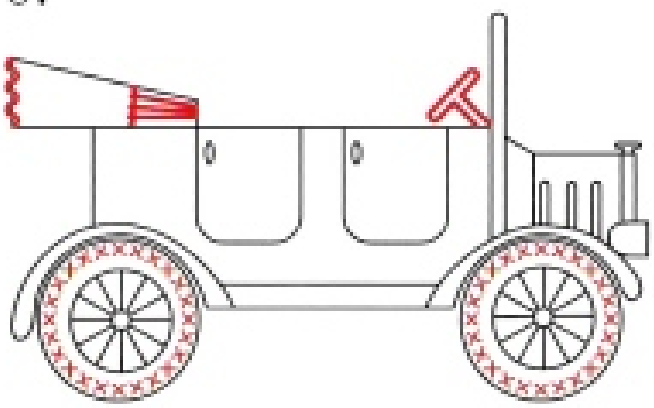
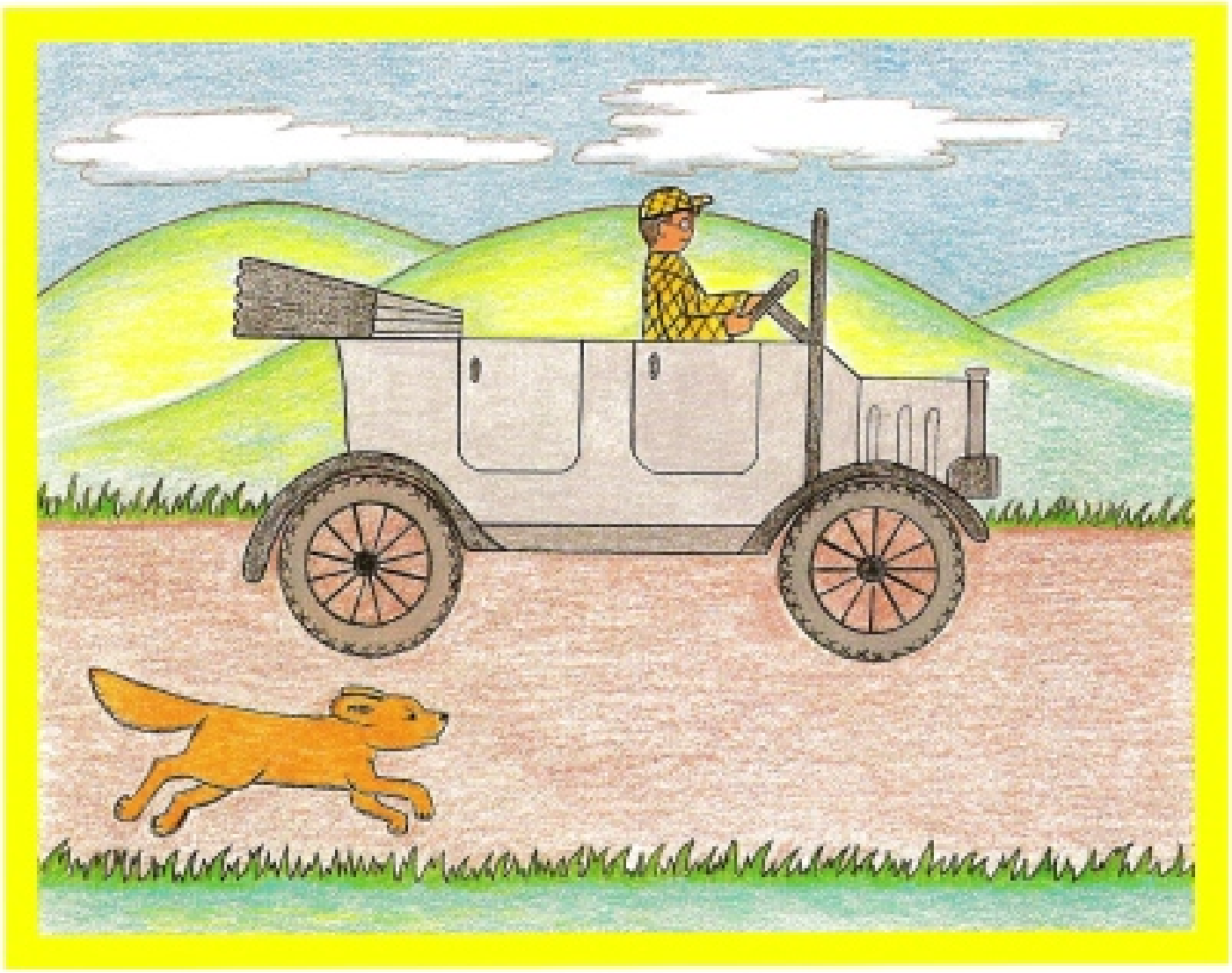
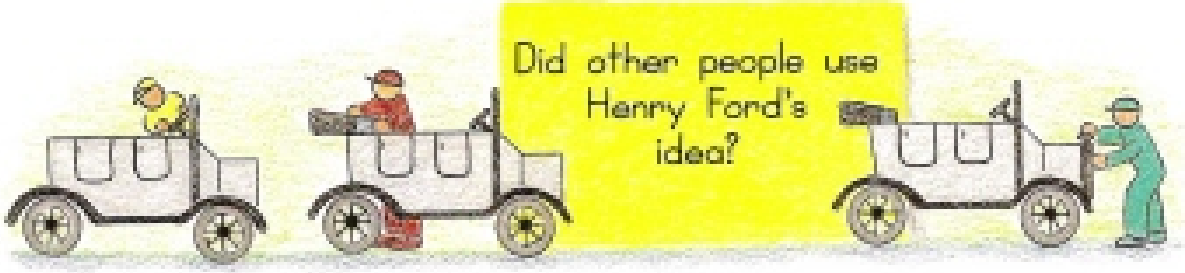
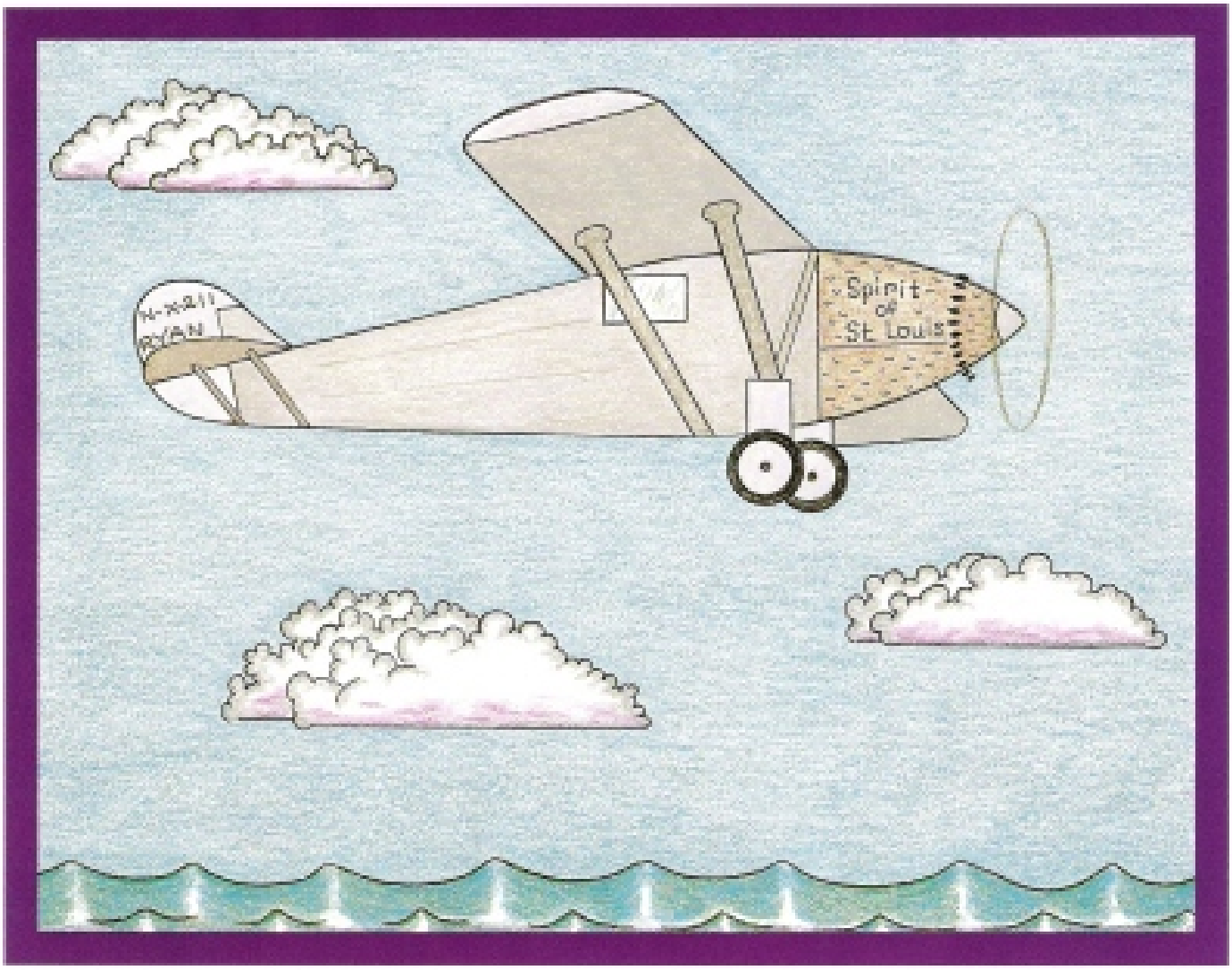


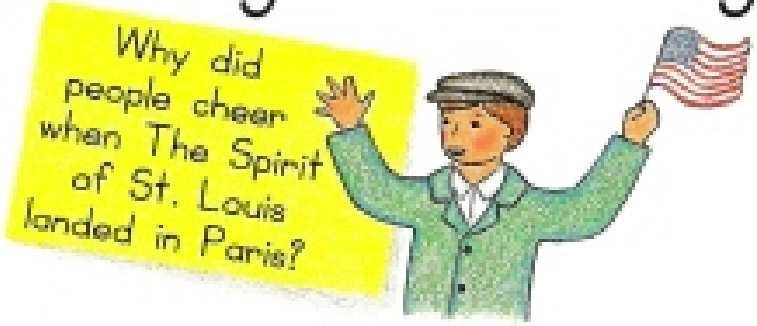


The car was invented.
Early cars were expensive.
Henry Ford built inexpensive cars.
He used an assembly line.





The first airplane flew in 1903.
The Wright brothers made it.
Early flights were short.
They became longer and longer.

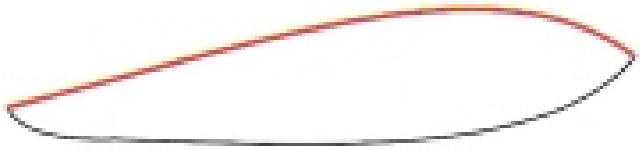


Question answered on page 62

Charles Lindbergh Crossing the Atlantic Ocean in 1927

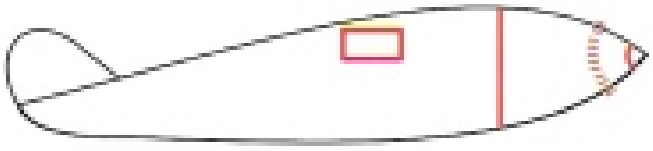
1.

2.



3.

4.



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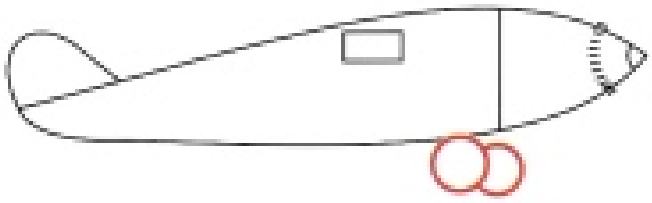

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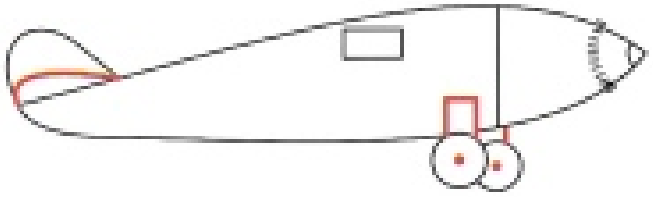

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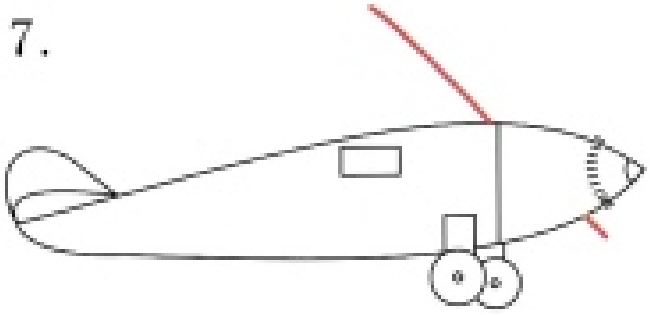

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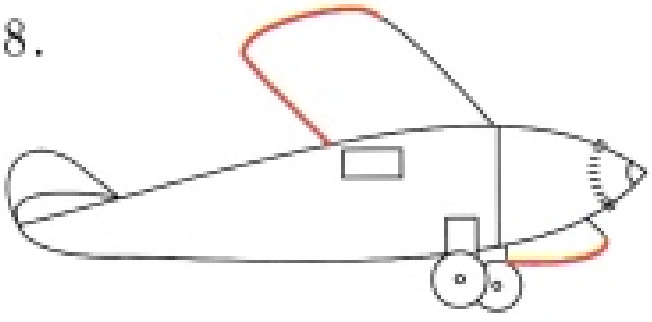

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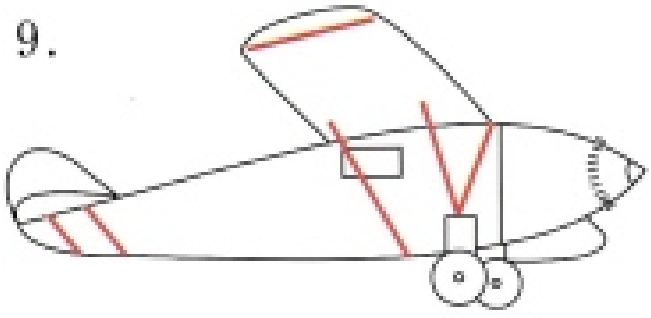

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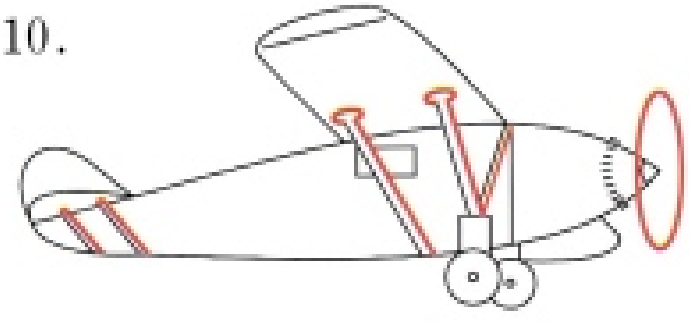
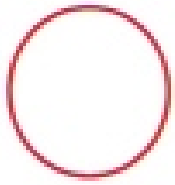


Space Travel

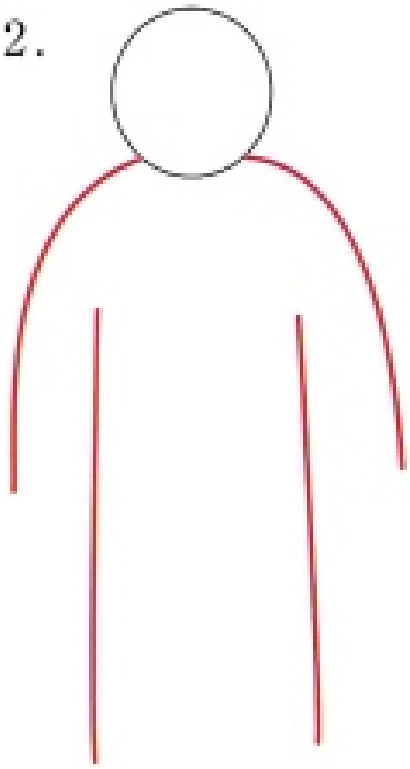
Question answered on page 62

Neil Armstrong Walking on the moon in 1969

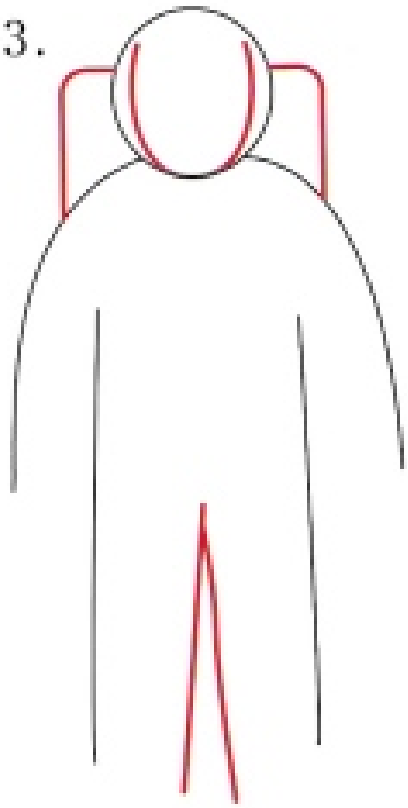
1.



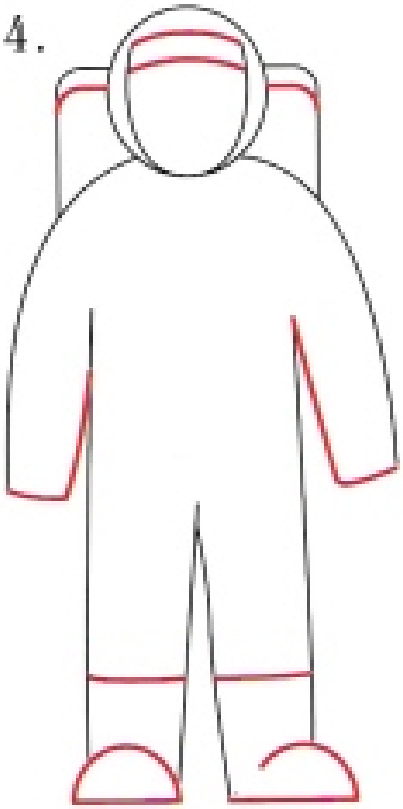
2.



3.



4.



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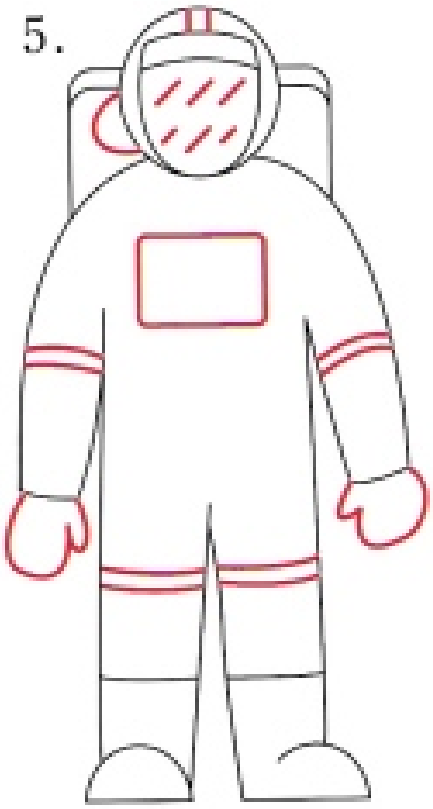

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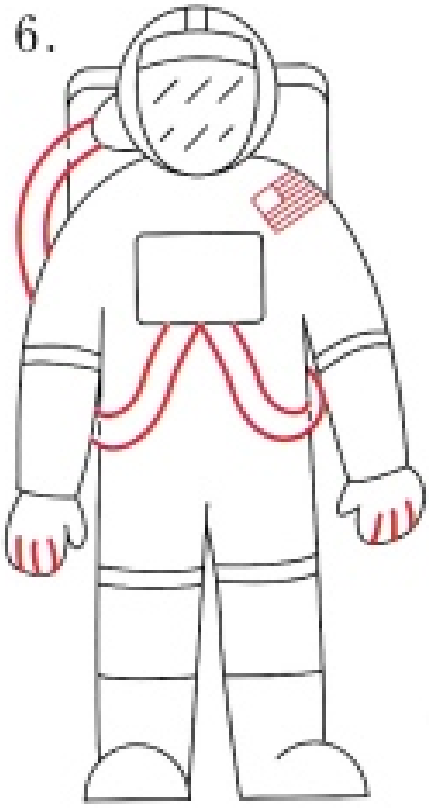
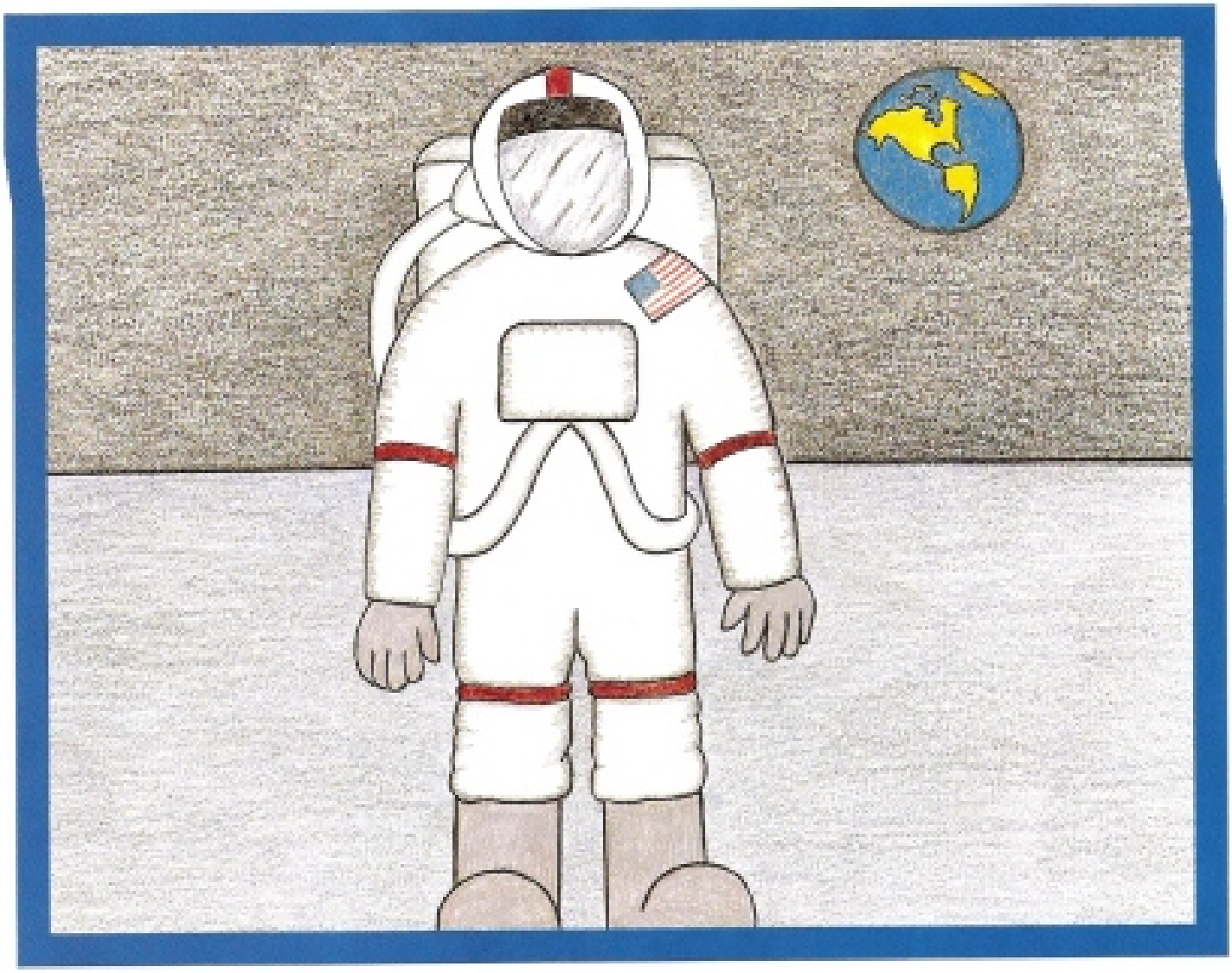
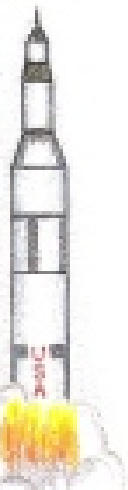


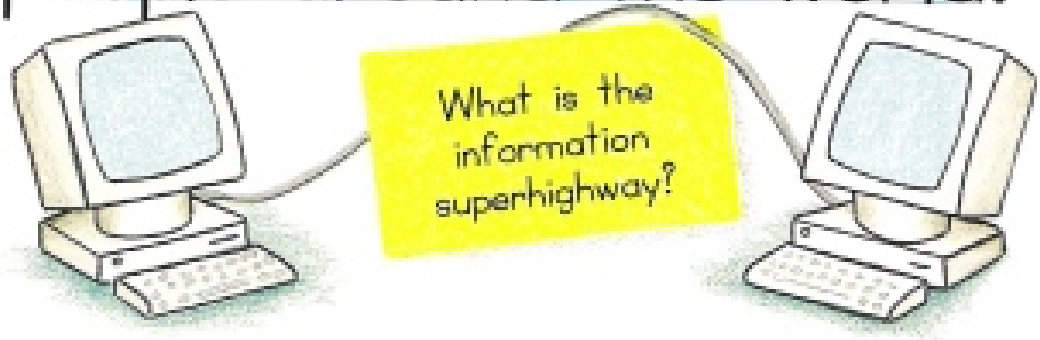


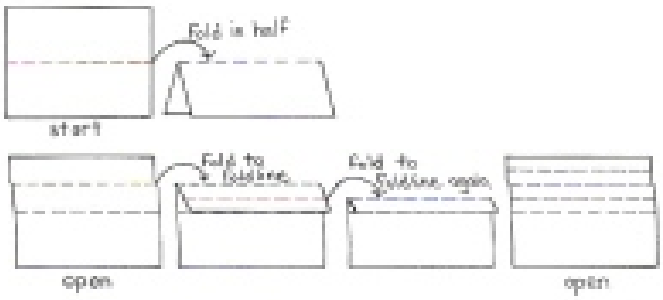
Americans looked to the stars.
They wanted to explore space.
Americans landed on the moon.
People on Earth watched.

How did people watch the astronauts walk on the moon?



Computers do not move.
Yet, computers take us places.
The Internet links computers.
It takes people around the world.



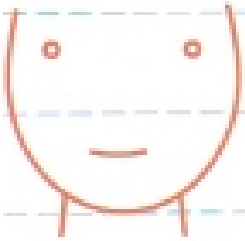


Cyberspace

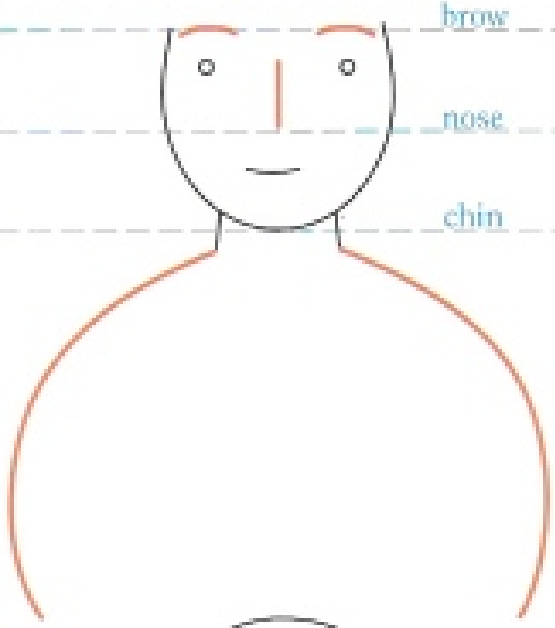
Teaching Tip on page 64
Question answered on page 62

Girl on the Internet in 2000

1. hair, brow, nose, chin



2. hair, brow, nose, chin



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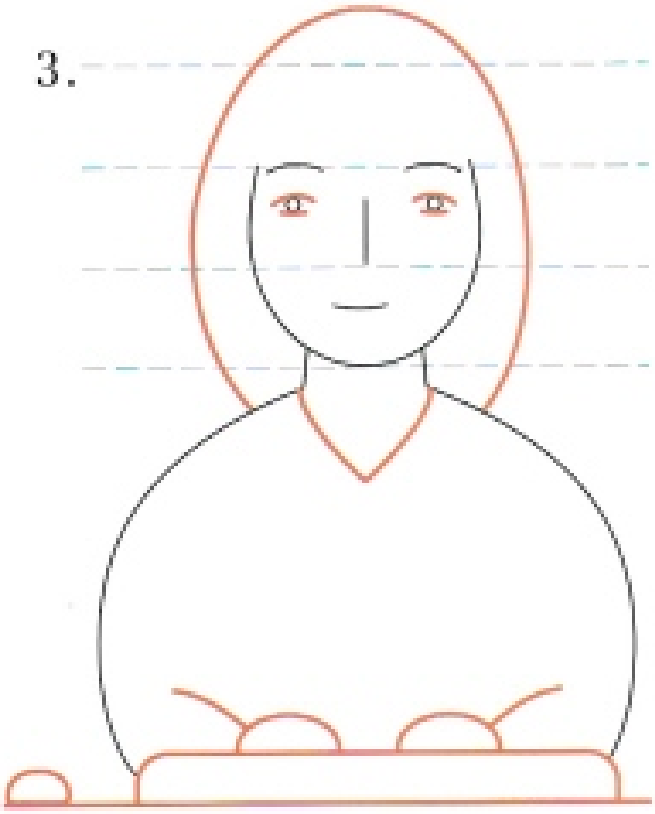
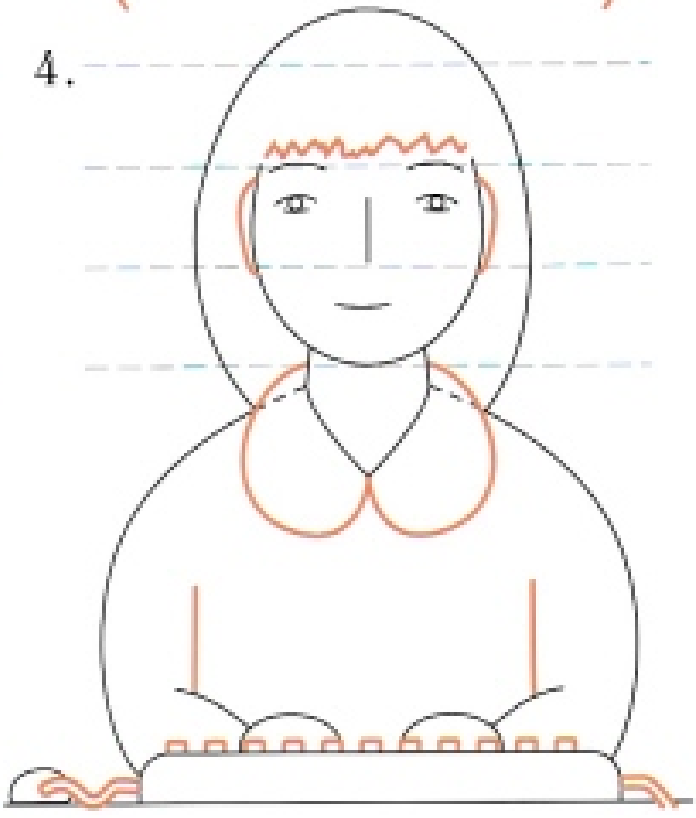
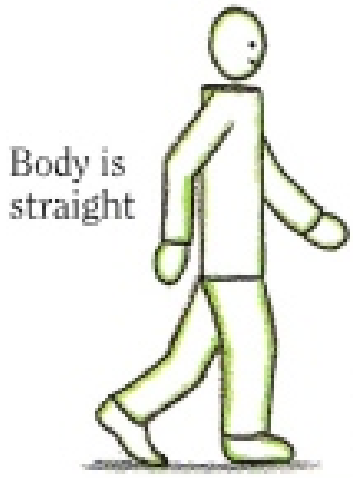


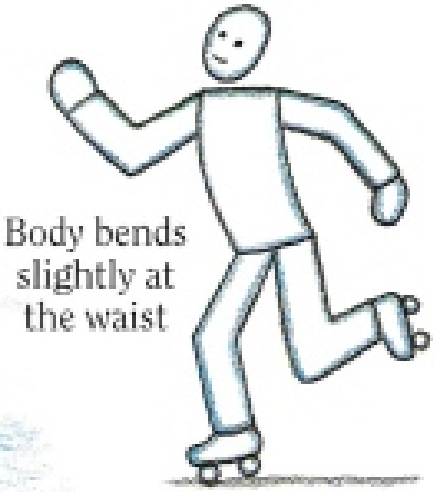
4.

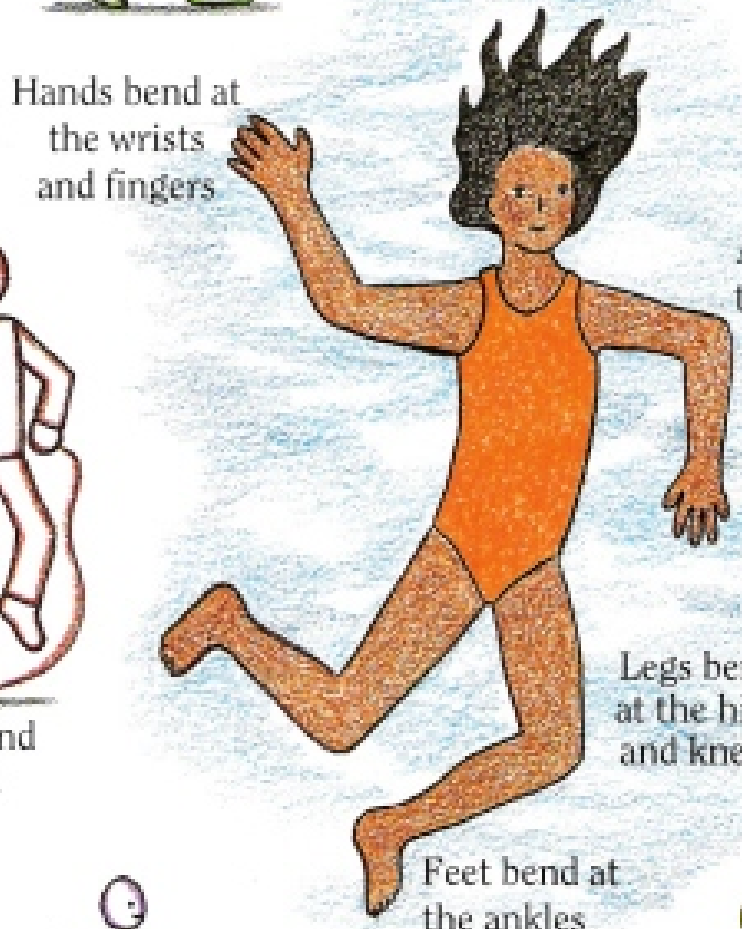


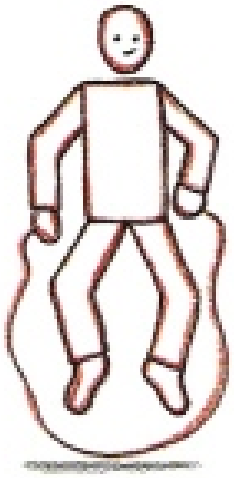
Draw From Your Imagination

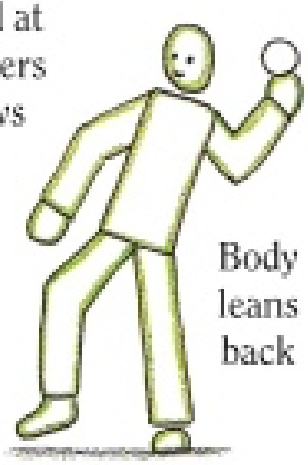
How do people move?

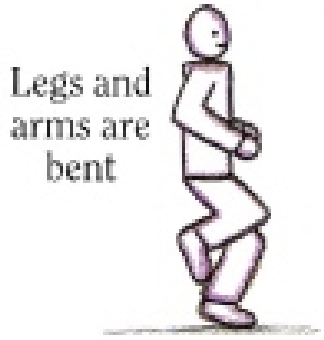


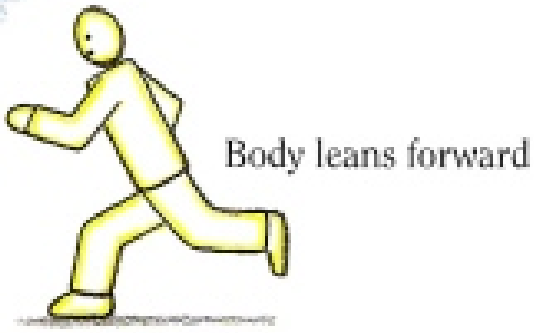






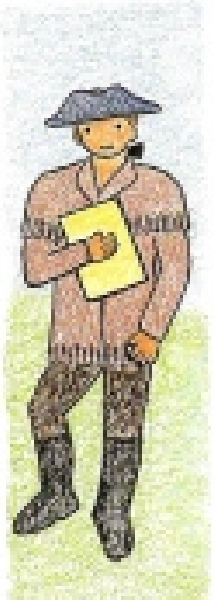




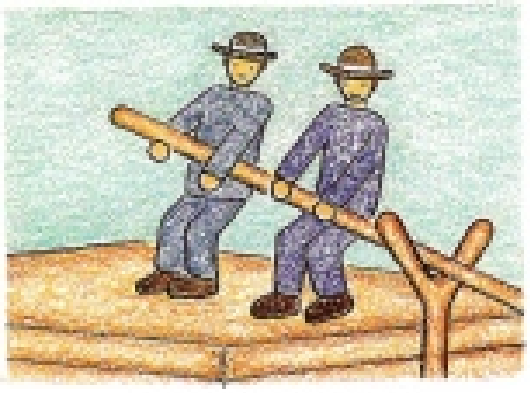


In what direction are these people leaning?

Pony Express Rider
(page 50)

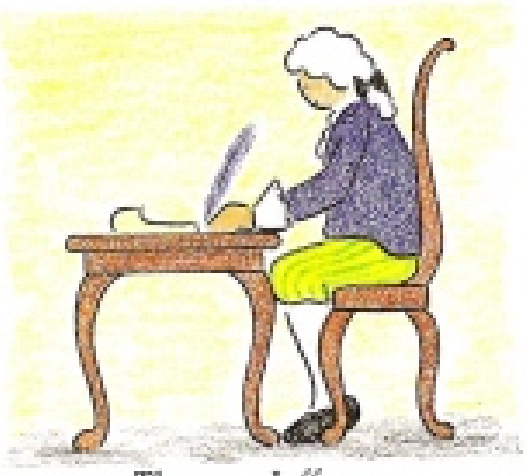


William Clark
(page 32)



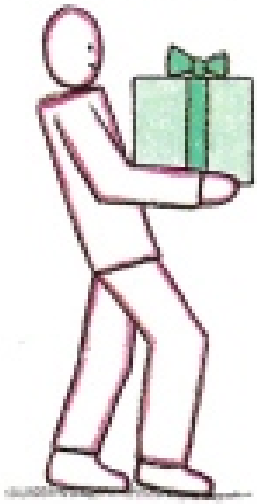
Flatboat Navigator
(page 46)

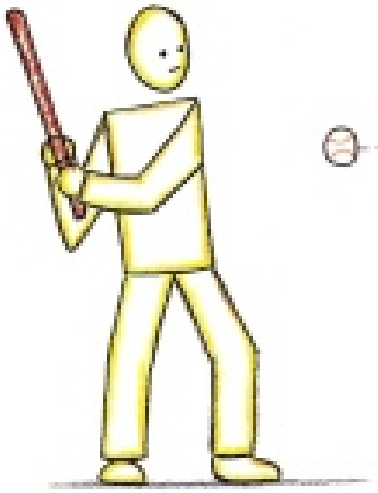
Gold Miner
(page 39)



Thomas Jefferson
(page 8)

Can you stand like these figures?





Learn more about the U.S. Moving Forward...

WHAT WERE ROADS LIKE IN THE LATE 1700s? Page 46

Roads outside the towns and cities were rough, making travel slow and difficult. People chose waterways whenever possible. See how they moved downstream in THE FLOATING HOUSE *by Scott Russell Sanders, illustrated by Helen Cogancherry, published by Macmillan, 1995.*

WHO MADE THE FOOTPATHS THAT LATER BECAME WAGON TRAILS? Page 49

Wild animals made paths as they followed familiar routes to water or to summer homes. Additional paths were created by Native Americans who traveled to trade goods. Read WHO CAME DOWN THAT ROAD? *by George Ella Lyon, illustrated by Peter Catalanotto, published by Orchard, 1992. Many towns were built along trails. See how one town got its start and grew with the times in* NEW HOPE *written and illustrated by Henri Sorensen, published by Lothrop, Lee & Shepard, 1995.*

HOW DID PEOPLE SEND MAIL BEFORE RAILROADS LINKED THE COUNTRY? Page 50

For a short time, the pony express rushed messages across the country. The telegraph, with its ability to send important news almost instantly, soon followed. See how improved communication changed America in THE SWEETWATER RUN *written and illustrated by Andrew Glass, published by Doubleday, 1996. The Transcontinental Railroad, which ran from Nebraska to California, made it possible to travel across the West in days instead of months. Read* TEN MILE DAY *written and illustrated by Mary Ann Fraser, published by Holt, 1993. The railroad also changed the lives of Native Americans living on the Plains. See* DEATH OF THE IRON HORSE *written and illustrated by Paul Goble, published by Aladdin, 1987.*

DID OTHER PEOPLE USE HENRY FORD'S IDEA? Page 53

The assembly line revolutionized the way things are made. See HOW TEDDY BEARS ARE MADE *written by Ann Morris, published by Scholastic. For details on Henry Ford and his ideas read* WHEELS OF TIME *by Catherine Gourley, published by Millbrook, 1997. Crossing America by car was nearly impossible in 1909. Meet the woman who did it in* ALICE RAMSEY'S GRAND ADVENTURE *written and illustrated by Don Brown, published by Houghton Mifflin, 1997.*

WHY DID PEOPLE CHEER WHEN THE SPIRIT OF ST. LOUIS LANDED IN PARIS? Page 54

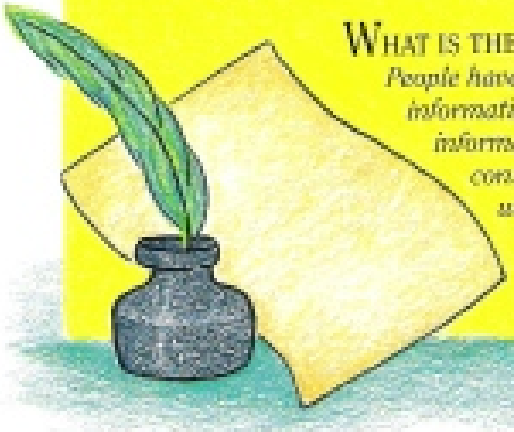
As airplanes improved and flights lengthened, a nonstop crossing of the Atlantic Ocean became the ultimate challenge. Over 100,000 people were on hand when American pilot Charles Lindbergh landed in Paris in 1927. Lindbergh's plane, The Spirit of St. Louis, made the historic crossing from New York to Paris in 33 ½ hours. Within minutes, word of his achievement spread to America by radio and throughout Europe by telephone. Fly along with Lindbergh in FLIGHT *by Robert Burleigh, illustrated by Mike Wimmer, published by PaperStar, 1991.*

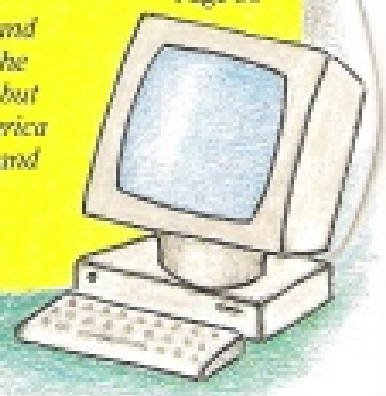
HOW DID PEOPLE WATCH THE ASTRONAUTS WALK ON THE MOON? Page 57

Television, which gained widespread popularity in the 1950s, enabled ordinary people to join in the excitement of exploration. Experience the adventure of space travel with Apollo astronauts in GRANDPA TAKES ME TO THE MOON *by Timothy Gaffney, illustrated by Barry Root, published by William Morrow, 1996.*

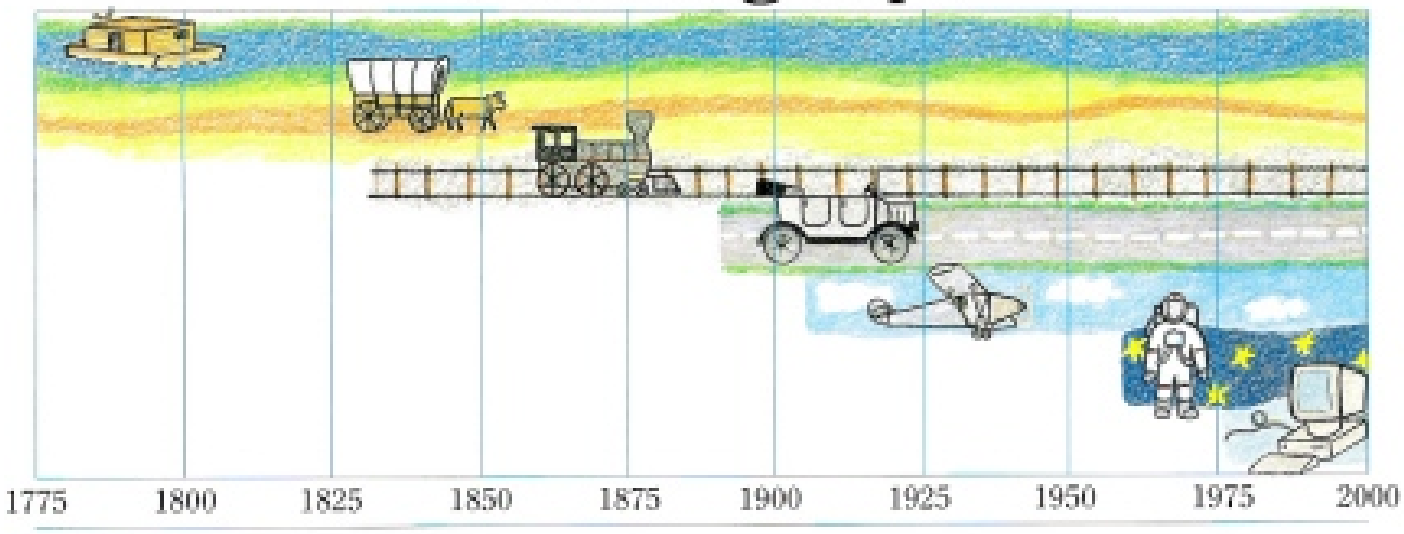
WHAT IS THE INFORMATION SUPERHIGHWAY? Page 58

People have a new vehicle, the computer, to transport messages and information. Computer messages travel along the Internet — the information superhighway — which connects not just cities but continents. Think about ways the Internet will affect America while reading THE INTERNET FOR KIDS *by Charnan and Tom Dazynas, published by Children's Press, 1997.*



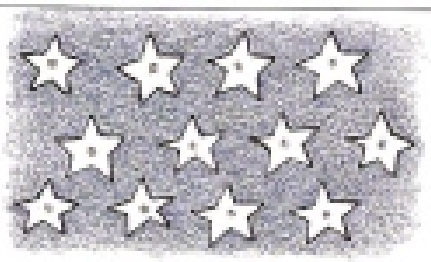


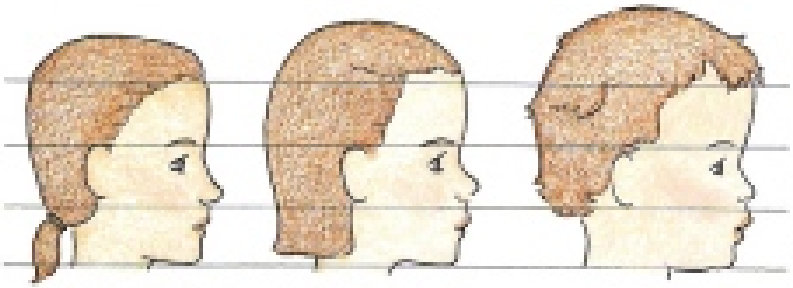
Teaching Tips



The United States

FLAG • THE STARS AND STRIPES (page 11) — Have the children create a grid on their flag by marking a dot for each star (steps 6, 7 and 8). After the grid is in place, the children may draw stars in any style they like, or they can use self-adhesive or gummed star-shaped stickers. For fun, try this lesson with red and blue paint and a wide brush.

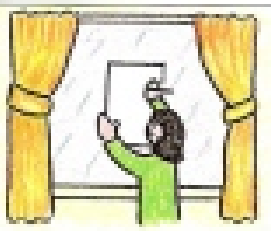


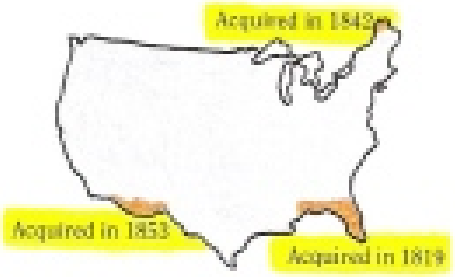


WE THE PEOPLE • GEORGE WASHINGTON (page 12) — Prefold 9 x 12 drawing paper for the children. Help the children see how the proportions of heads change as people age. For example, a baby's hairline is much higher than a ten-year-old child's hairline. For an additional activity, make shadow tracings of the children's profiles to see how they fit into the four guidelines.

From Sea to Sea

TEXAS • THE ALAMO (page 34) — Prefold the drawing paper for the children. Try completing the left side of the drawing (step 7) by holding the paper to a light source and tracing the image onto the right side.

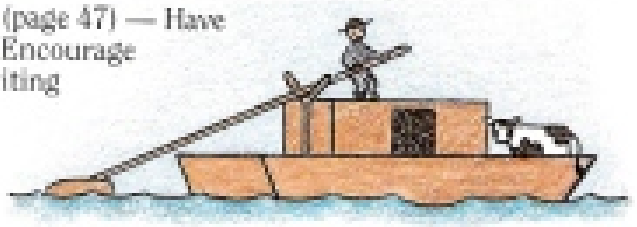


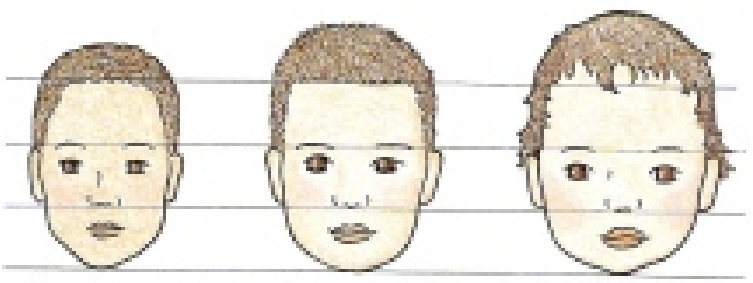


THE U.S.A. • THE LOWER 48 (page 41) — Prefold the drawing paper for the children. The foldlines fall at the following locations: South Carolina's Cape Hatteras and Kitty Hawk (step 3), the southern tip of Texas (step 4) and San Francisco Bay (step 5). Don't expect the children to draw every detail on their maps. Several sections of the United States were acquired at times other than the ones shown in this section. They are: Florida, parts of Arizona and New Mexico, and part of Maine.

Moving Forward

WATERWAYS • FLATBOAT ON THE OHIO RIVER IN 1795 (page 47) — Have young children draw a simplified two-dimensional flatboat. Encourage them to add supplies and animals to the boat deck. For a writing activity, ask the children to list the items they would pack if they were moving across the country in the late 1700s.





CYBERSPACE • GIRL ON THE INTERNET IN 1998 (page 59) — Prefold the drawing paper for the children. Children who prefer to draw small pictures tend to draw the eyes small and space them too close for the proportion of the foldlines. When drawing this lesson, encourage the children to place the eyes (step 1) at least one inch apart. Again, help the children see how head proportions change as people age.